DOCUMENT RESUME

ED 393 502 JC 960 203

AUTHOR	Ware, James; And Others
TITLE	Guidebook for Using the Educational Equity Options Model in Postsecondary Institutions. Final Edition.
INSTITUTION	Orange County Community Coll., Middletown, NY.
SPONS AGENCY	New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.
PUB DATE	96
NOTE	129p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Access to Education; Community Colleges; Curriculum Development; *Educational Environment; *Educational Policy; *Equal Education; *Females; Nondiscriminatory Education; Nontraditional Education; School Holding Power; Sensitivity Training; *Sex Fairness; Sexual Harassment; Student Recruitment; Two Year Colleges; Womens Studies
IDENTIFIERS	*New York

ABSTRACT

The Educational Equity Options Model (EEOM) is a strategy developed to increase the recruitment and retention of female students in non-traditional occupational education. This guide provides information on applying the EEOM to 11 two-year colleges in New York state and is designed to facilitate implementation of the model in other two-year colleges. Following introductory materials, including a list of institutions participating in the New York project, an overview of the EEOM is presented, describing the need for gender equity and procedures used in the New York project. The next section details the components of the EEOM, while the third section describes strategies for implementing the model, focusing on the following phases: (1) the organization phase, highlighting methods for building the team, leader responsibilities, issues or problems to anticipate, and hints for success; (2) start-up phase, focusing on strategies for assessing the institution, identifying barriers to women's participation, discussing and selecting appropriate strategies, and developing an action plan; (3) implementation phase, providing definitions of roles and concerns during implementation, selected examples of gender-related activities, and discussions of other potential issues and concerns; and (4) assessment phase, describing issues related to evaluating the short- and long-term accomplishments of the plan and system accountability outcomes related to gender institutionalization. The final section summarizes the model and implementation strategies. Contains 32 print and 21 media resources. Four appendixes include sex equity awareness training session materials and recommendations, selected institutional barrier assessment items and instruments, sample equity action plans from nine colleges, and selected resources on gender equity and strategies. (TGI)

ED 393 502

GUIDEBOOK

for using the

Educational Equity Options Model in Postsecondary Institutions

FINAL EDITION

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Guidebook for Using the Educational Equity Options Model in Postsecondary Institutions

FINAL EDITION

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Orange County Community College
A Unit of the State University of New York

in cooperation with

Vocational Gender Equity Coordinator

and

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Office of Equity and Access
New York State Education Department

1996

PREFACE

This project was undertaken by Orange County Community College, a unit of the State University of New York, in cooperation with the Gender Equity Coordinator's office and the Bureau of Postsecondary Grants Administration, New York State Education Department. The purpose was to assist New York State postsecondary institutions to address equity issues and concerns by providing a supportive change structure and mentoring atmosphere.

The Educational Equity Options Model, developed by Wider Opportunities for Women (WOW, 1989) for the purpose of helping schools institutionalize equity, was selected as the basis for application to the postsecondary level. This guidebook is the product of application of that model by two-year colleges in a statewide initiative. Throughout the adaptation process, the model was revised as appropriate to the characteristics of the postsecondary level. This guidebook was based on those experiences and designed to facilitate the use of the EEO model by other two-year colleges.

The format used in this guidebook is a combination of selected segments which were quoted from the original publication of the EEO model titled, Step by Step - The Educational Equity Options Project: A Program Model Manual (WOW, 1989)[1] and segments which were developed as a result of this postsecondary initiative.

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[1] **For more information about the Educational Equity Options Model,** the reader is advised to contact: Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington D.C. 20005, Phone 202-638-3143.

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A product of a project supported by funds from the
Carl D. Perkins Vocational and Applied Technology Education Act
administered by the Vocational Gender Equity Coordinator,
and Bureau of Postsecondary Grants Administration,
New York State Education Department

GUIDEBOOK FOR USING THE EDUCATIONAL EQUITY OPTIONS MODEL IN POSTSECONDARY INSTITUTIONS

I. INTRODUCTION

Instances of gender imbalances in career program enrollments continue in postsecondary institutions. Often local colleges are sympathetic to these issues but often need additional resources to support research and change procedures that are necessary to effectively impact the institution and reduce existing barriers.

This initiative in New York State viewed the basic structure of the EEO model as an appropriate initial resource. Necessary adjustments mandated by local situations could apparently be achieved within the model. In addition to the structure provided by the model, the project incorporated and provided inservice training, print resources, and funding in the form of small grants to support local adaptation and implementation. This project sought to determine the effectiveness of not only the EEO model but also the support and inservice strategies employed. The model had not, prior to this effort, been utilized by New York State two-year colleges to any great extent.

The Need for Gender Equity

The EEO manual delineates the continuing need for institutional action toward gender equity (pp. 2-4) as follows:

> *Women are projected to be two of every three new entrants to the labor force over the next decade. By the year 2000, 80 percent of all women ages 25-54 will be in the work force. The choices that female students make today in our schools and training programs will have a significant impact on their economic self-sufficiency throughout their lives.*
>
> *Women workers currently make up 45 percent of the U.S. labor force. However, there is an arbitrary division of the work force into jobs predominately held by men and those predominately held by women. More than three-quarters of women workers are employed in traditionally female-dominated, nonprofessional occupations -- clerical, sales, service, factory or plant jobs. Labor statistics show that 98 percent of all secretaries, 97 percent of all child care workers, 95 percent of all registered nurses, 92 percent of all bookkeepers, 91 percent of all sewing machine operators and 85 percent of all restaurant servers are women.*
>
> *In fact, only 11 percent of all women workers are in nontraditional occupations (those in which 75 percent or more of the workers are men) ... the educational system is continuing to train the young women of today to be tomorrow's low-wage workers by limiting their career choices. Barriers faced by female students to entering nontraditional education are myriad and can include those stemming from sources outside of the educational institution, such as peer and parental pressure, the lack of role models in the media, and the lack of information about the consequences of career decisions. These barriers are often reinforced by the institution and are too rarely addressed*

during the education of women and girls. Many barriers, however, are rooted directly within the educational institution itself.

Project Procedures for Adapting the EEO Model

The purposes of this effort to apply the EEO model to postsecondary institutions in New York State included:

- o Provision of inservice support, follow-up, resources and technical assistance during mentoring and implementation;
- o Coordination and administration of small grants to support the adaption and implementation of the EEO model;
- o Support institutional mentoring and implementation of local plans and improvement of equitable classroom interaction;
- o Assessment of the effectiveness and outcomes of this strategy in addressing gender equity at local two-year college campuses;
- o Facilitate outreach to work with other colleges not formally participating but interested in addressing institutional barriers to equity.

Two conditions were set as criteria for participation of colleges:

1) institutions that have been committed to equity issues/barriers and improving disproportionate enrollment patterns but have not yet institutionalized these efforts, and

2) institutions that are interested and seriously looking into equity issues on their campuses.

Five two-year colleges have participated as sites beginning with the initial pilot phase and, in addition to implementation of local equity plans, served as mentors to the six additional institutions that joined the initiative in 1993-94. Two institutions functioned as associate sites, participated on an ad hoc basis and maintained linkages with the statewide initiative.

To support local efforts, inservice workshops addressed the steps of the model, issues related to equity and local interests and provided opportunities for summarizing, sharing and exchange among team members. On-site visitations were made by project staff who met with coordinators, team members and administrators in a group discussion format. This served to determine successes/challenges, to evaluate and support local efforts.

In addition to the sites, a field-based consortium was formed to address equity in the classroom under the leadership of a faculty steering committee. Strategies to overcome barriers to equitable classrooms were explored and tested in a series of conferences, workshops, peer and resource exchanges.

II. MODEL DESCRIPTION

An outline of the Educational Equity Options Model follows. Additional information, recommended strategies and resources are detailed in subsequent sections.

> *The EEO model is a seven-step approach to increasing the recruitment and retention of female students in nontraditional occupational education. EEO is a long-term strategy with goals of:*
>
> *o Identifying barriers to enrollment*
> *o Planning activities to address barriers*
> *o Building support within community consistent with institution's efforts*
> *o Institutionalizing equity activities to become mainstreamed with ongoing operations.*
>
> *The seven steps of the model are described as:*
>
> *Step 1: Build a Team*
> *Step 2: Assess the Institution*
> *Step 3: Identify Barriers*
> *Step 4: Select Strategies*
> *Step 5: Develop Plan*
> *Step 6: Implement Plan*
> *Step 7: Evaluate*
>
> *The methods or strategies used in the EEO model include:*
>
> *o Team leadership*
> *o Administrative support*
> *o Inservice awareness training*
> *o Small work group planning/implementation*

To better reflect the needs of postsecondary institutions, the goals were restated as (1) to identify specific barriers related to gender, with special attention to inhibitors to enrollment in nontraditional programs by male and female students; (2) to identify and implement actions, specifically an Equity Action Plan, to reduce those barriers; (3) to build support within the comprehensive college community consistent with institutional efforts; and (4) to institutionalize equity activities into ongoing college operations. Also, the seven steps of the original EEO model were maintained but grouped into four phases as follows:

A. Organization Phase
Step 1: Build the Team

B. Start-up Phase
Step 2: Assess the Institution
Step 3: Identify Barriers
Step 4: Select Strategies
Step 5: Develop Equity Action Plan

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C. Implementation Phase
Step 6: Implement Equity Action Plan

D. Assessment Phase
Step 7: Evaluate and Gather Feedback

The major activities within each phase are subsequently summarized:

A. Organization Phase (First Year)

- Identification of appropriate college staff members as key team leaders/participants, and orient all to the basics of the EEO model
- Identification of appropriate community persons to be members of the team, secure commitment and orient them to the model

B. Start-up Phase (First Year)

- Conduct institutional assessment activities such as compiling enrollment data, administering an attitudinal survey, conducting interviews or other appropriate strategies
- Begin activities appropriate to development of local Equity Action Plan
- Participate in inservice workshops for team provided to support the addressing of equity issues, barrier identification, selection of strategies, action plan, and other relevant topics
- Finalize local Equity Action Plan to address equitable interactions in class rooms, disproportionate enrollment in occupational programs and other targeted equity issues
- Participate in sharing and exchange among colleges and during site visitations

C. Implementation Phase (Second Year and ongoing)

- Conduct activities as appropriate to local Equity Action Plan
- Hold periodic team and/or task group meetings to maintain scheduled progress and problem-solve difficulties that arise
- Continue to participate in and offer inservice workshops
- Continue to share and exchange among colleges, during site visitations and through formal and information communications

D. Assessment Phase (Second Year and ongoing)

- Assess the success of activities against short-term objectives from local Equity Action Plan
- Monitor barriers and extent to which addressed/reduced
- Revise plan as needed for successful continuance of institutionalized equity activities

- o Monitor progress toward achievement of longer-term goals
- o Use criteria indicators discussed in a subsequent section, to profile the extent of equity institutionalization at local college

Application of the model to the postsecondary level is perceived as minimally a two-year project. The initial year, as illustrated, focuses upon organization and startup which concludes with the development of local Equity Action Plan for institutional equity. One year provides the college a sufficient period of time to build and structure a team -- the core of the model, and to identify barriers in a manner appropriate to the institution. The second year focuses upon implementation of the plan and assessment. The two phases recycle beyond the second year and continue with the local Equity Plan. The process is ongoing and flexible to address issues as they arise.

In summary, the goal at the conclusion of the second phase is development of an acceptable institutional action plan toward institutionalizing equity. The goal at the conclusion of the fourth phase is a structure and basis for continuance of implementation of the local Equity Plan that is continually updated to remain current with issues.

III. SUMMARY OF IMPLEMENTATION STRATEGIES

A. Organization Phase

Step 1--Building the Team

The EEO Manual strongly suggests one team of key personnel and another team with comprehensive membership. Based on the experiences of this postsecondary initiative, the necessity for two distinct committees is a matter to be determined locally. Some colleges have chosen to operate in the suggested format of multiple teams. Others have functioned with a single team concept with key personnel alternately assuming leadership roles as appropriate to tasks and skills of individual members and needs of team and college. It is recommended that each college determine the team structure that has the greatest potential for successful functioning.

Some colleges have found that a small core group working together on a regular basis and meeting frequently facilitates achievements. Others have found that one committee with key personnel facilitating the process of the whole committee using small groups with targeted tasks effectively facilitates a broader sense of achievement, linkage and networking throughout the institution. Both have been found to be equally successful and should be a matter of local choice.

Using the format determined most appropriate locally, Key Leaders (4-6 persons) with credibility and commitment to equity should be identified to coordinate the process; for example, an administrator, a women's program counselor, an employer, a faculty member(s), a Community-Based Organization (CBO) representative, or a gender equity expert. The EEO Manual defines four main areas of responsibility for the Key Leaders (pp. 21-22) as follows:

> ***Process and Logistics***--*Key Leaders must be familiar with each step of the EEO process and know "what to do when." They will guide the team and ensure coordination of logistics, or delegate tasks to other team members but Key Leaders are accountable for the overall functioning of the project.*
>
> ***Integrating Efforts***--*Because the Key Leaders come from sectors both within and outside the institution, it is their responsibility to keep the Team integrated by sector also. Key Leaders need to model cooperation and lead the Team to function the same way. Sometimes there is a tendency to focus attention on the institution and not include as much involvement by those from the community. The community-based Key Leaders are critical to maintaining balance on the Team.*
>
> ***Holding Others Accountable***--*The model demands that Team members take responsibility for both planning and implementation. Key Leaders must hold the Team accountable for follow-through on any tasks delegated. This is why it is important to select Key Leaders who have the authority and credibility to ask that others assume certain tasks.*
>
> ***Confronting Biases***--*It is necessary for each Key Leader to be accepting and supportive of females entering nontraditional occupations and must be willing to confront not only their own biases, but to help other Team members confront theirs as well. Participation by Team members in the EEOP should be a learning experience. Awareness activities about sex equity and sex-role stereotyping are included as part of implementing the EEOP. Key Leaders must be willing to hold up the mirror of sex equity and reflect back attitudes and behaviors that contribute to the barriers.*

The EEO Manual describes the procedure of completing team membership as follows (pp. 24-25):

> *Using a team approach to equity is a recognition that barriers facing females entering nontraditional training are complex and interrelated. The Team should represent various aspects of the educational institution (including parents and students), the business community, the employment/training community and the advocacy community.*
>
> ***The EEOP Team will play two roles, that of planner and implementor.*** *During the* ***planning*** *steps of the Project, Team members will be asked to help in assessing the equity profile of the institution, to contribute information about the community and its support of sex equity, to identify the specific barriers operating to inhibit female enrollments and retention in nontraditional classes and to select activities aimed at overcoming those targeted barriers. Team members will primarily be called upon to contribute their interest, creativity and knowledge/experience.*
>
> *During the* ***implementing*** *steps of the Project, Team members will be asked to take responsibility for seeing that the selected activities are actually accomplished and evaluated. Some Team members may be asked to carry more responsibility than others at particular times. For example, if the Team decides to develop a curriculum module on career exploration, teachers may need to be most intensively involved initially. Employers and advocates may be more involved later in locating female role models for class discussions. Team members will primarily be called upon to contribute their expertise, resources, contacts and time.*
>
> *When potential Team members have been identified, they should be invited to join the Team. It is important to be clear at the outset about the roles they will play and the time commitment Team members will have to make.*
>
> *Key Leaders will definitely want a mix of men and women on the Team. However, in deciding who will be Key Team Leaders...(members) ..., a much more conscious decision must be made to include racial/ethnic and other diversity among the leadership. The Team should be reflective of the population and community at large. It can be useful to include on the Team several persons who may be ambivalent or even opposed to the (nontraditional) idea but whose positions could perpetuate barriers. There will be opportunity to introduce reluctant individuals to equity thinking.*

The experiences of the colleges indicated some variations in the recommended membership of the Equity Committee. Reflecting outcomes of this postsecondary initiative, the following team membership listing is included as a resource when selecting representatives for college equity teams:

o College Administrator (President, Vice President)
o Faculty, Nontraditional Fields (college/public schools)
o Faculty, Traditional Fields (college/public schools)
o Student Services-Counselor (college/public schools)
o Student Leader
o Re-entry Student/Adult

- o Employers
- o State Education Department/Labor Representatives
- o Other Educational Administrators
- o Equity Expert
- o Parent
- o Placement Director
- o Admissions Director
- o Individuals Employed in Nontraditional Jobs
- o Affirmative Action Officer
- o Administrator/President/Secretary/Support Staff Representatives
- o Board of Trustees Representatives
- o Director of Development/Grants
- o Minority Advocacy Agency Representatives
- o President Cabinet Representatives
- o Chamber of Commerce Representatives
- o School/Work Representatives
- o Union Representatives
- o Apprentice Program Representatives
- o City/County Personnel Department
- o Women's Employment/Training Advocate
- o Community Agency Representatives
- o BOCES Representatives
- o Counselor/Director of Programs serving disadvantaged students

The Orientation/Planning Meeting. Once committee members are selected and a sufficient number have agreed to serve on the committee, an initial task is providing an opportunity to participate in an orientation session. College experiences indicate that this first session may vary in length from a few hours to a partial day, depending on the local situation.

It is recommended that the agenda consist of an opportunity for exchange of perspectives, interests, anticipated outcomes and other related topics. Support at the administrative levels should be very much in evidence through participation as a key member/leader, ongoing representation of position, or scheduled periodic discussions about critical policies.

The agenda should also address application of the model to the local situation. These activities may serve as orientation with key leaders providing input to the concept and to the overall effort.

Depending on local needs, awareness may take place in a second session or as a second half to a one-day effort, or be built around a lunch/dinner. Awareness activities should focus on the model, the phases of the model and steps within that model. It should provide in-depth discussion of awareness and team-building aspects. An agenda for an orientation/awareness session is suggested as follows:

- o Welcoming remarks by appropriate team members/leaders
- o Overview of the session
- o Setting perspective and long-term goals by key team members and institutional administrators
- o Sharing and discussion of individual perspectives, interests and anticipated outcomes
- o Providing information and/or data that is available and relevant to topic

- Training activities -- equity awareness: recommended that an equity consultant or an informed peer staff member from another college who has participated in this initiative address awareness and the issues of equity

- Team building -- activities to build a team that focus upon the tasks of assessing the barriers at the institution. It is recommended that either strong team leaders/members or an equity consultant or an informed staff member from a site college initially address this process

- Look ahead to next steps/tasks; set a timeline, tasks and responsibilities

The reader is referenced to Appendix A for additional information about the awareness session as provided in EEO Manual, pp. 139-145.

Meetings of the equity team should be scheduled regularly. The use of task-oriented work groups is recommended to facilitate progress toward achievement of goals while contributing to building a functional comprehensive team.

The EEO Manual describes the issues or problems to anticipate as Step 1 proceeds as follows (pp. 29-31):

> ***Location and Management of Project:*** *Changing the system must be accomplished from within the mainstream of the institution. Locate the EEO Project within a nontraditional department or within an administrative entity that deals with program development ... Community colleges and other postsecondary institutions may be tempted to house the project within the campus Women's Center or other women's-issue identified unit. Experience has shown that this only makes it easier for others to discount the work of the project and lessons the impact.*
>
> ***Conflict:*** *The Key Leaders should anticipate some differences of opinion and perspective among Team members, and sometime there may be direct conflict. Using conflict resolution skills will be important, and if necessary, schedule Team meeting and bring in an outside facilitator to assist in finding more productive ways to work. If managed creatively, diversity in levels of commitment to and understanding of equity can be an exciting dynamic for the EEOP Team.*
>
> ***Resistance to Change:*** *No matter what specific activities are planned by the Team, successful implementation of the EEOP will mean that some things will change in the school. Key Leaders need to anticipate that some Team members will be resistant to such change and may feel threatened. Teachers of traditional subject areas may believe that they will lose students which will put their jobs in jeopardy. Teachers of nontraditional subject areas may believe they will have to cope with an influx of females in classes and have to stop relating to male students in accustomed ways. Teachers are not only the Team members who may feel resistant: "business as usual" is hard to alter.*
>
> *To address this, Key Leaders can use part of the Orientation/Planning Meeting to have Team members express all of the positive points they see about the EEO Project--list them on a flip chart. Then have Team members express all of the concerns they have about the EEO Project--list them on a flip chart. Lastly, have the Team members brainstorm ways to mitigate the concerns. This gets the Team invested in positive outcomes and fosters an environment where people can safely express concerns instead of holding them in and possibly sabotaging the process at a later time.*

Feeder Schools: Our experience has shown that problems can arise when related schools are not included in planning activities which may involve their participation. For example, . . . a post-secondary institution may need to involve staff from area high schools. Also, by including representatives from these schools, it is harder for EEOP Team members to say, "Well, the problem is all with the feeder school and we can't do anything about it."

***Team Substitutions:** Don't be afraid as Key Leaders to set out the expectation of meeting attendance and stick to it. Some people will accept a seat on the Team and then send a substitute to actually attend meetings. It is important that Team members know from the start that they are there because of their positions . . . . If an important barrier by the Team turns out to be the perceived lack of jobs for women training in non-traditional fields, then it will be very important for the employer representative to stay involved with the Project—or to replace that person with someone else who will.*

***"Women's Issue"**—Another possible trap is that some male Team members will assume this is really a "women's issue" and send a lower ranking female from their staff to the meetings. Again, it is important to have a male Key Leader talk with this person and explain again how sex equity is an issue for everyone, with benefits for the entire school and community and their participation is important.*

The experience of colleges in this postsecondary initiative resulted in some hints for success as well as difficulties to anticipate. Success is enhanced by:

- **Strong administrative support**, including having a vice president, dean of other administrator serve as a team member.
- Initiate and build local effort on willing volunteers; other interested persons will join as successes increase.
- Set aside first year for planning, assessment and developing a feasible/workable but always flexible local action plan.
- Be aware of resources, information. and support to local attempts.
- Regularly scheduled meetings will help bring team and others along.
- Enrollment needs at the college provide leverage for equity initiative.
- Any changes will require definition.
- Anticipate that the most difficult areas in which to bring about change are classrooms and curricula.
- Availability of some, no matter how minimal, upfront dollars facilitate the process.

B. Start-up Phase

Step 2--Assessing the Educational Institution

Following the formation of the team and session(s) on orientation/awareness, the major task becomes assessment for the purpose of identifying barriers to equity that exist at the institution. The assessment and identification of barriers should incorporate, to the extent possible, a number of strategies and data sources.

Based on project experiences, it was determined that the method advocated by the EEO model, a written survey, did not necessarily serve as the most effective tool at the postsecondary level. One college which used the survey suggested by EEO found a number of questions inappropriate at the two-year college level, and more importantly, the tenor of the instrument caused a negative reaction by faculty to the total undertaking.

Other colleges employed the survey technique but instruments were developed as a team task with development targeted to the institution and its characteristics. The experience with the targeted survey was far more positive, with responses being given willingly and information shared openly. Other surveys used included potential students and parents. These were developed by the team for use with eighth grade females in secondary feeder schools. This activity was also received positively and embraced by secondary school administrators. The students and parents were supportive of providing information to the college.

Some colleges sought the needed information through a series of faculty/staff interviews and/or through group or task force activities. Also information was obtained on an ad hoc basis through team conversations with college staff plus team member experiences and knowledge of existing barriers. Summaries of data related to barriers such as enrollments in nontraditional areas, library holdings and their reflection of equity issues were also used for barrier assessment. A compilation of selected items used to identify institutional barriers and selected findings constitute Appendix B.

The total experiences of these colleges strongly suggest that if a survey procedure is used, items tailored to the individual institution should be successful. Available instruments may be used effectively as resources from which format and content are adapted or applied. Other approaches may be used and simultaneously incorporated into the assessment process, including enrollment data -- gender/racial breakdown, retention/placement outcomes, and input from faculty, staff and/or students, brainstorming activities, interviews, anecdotal information, using students as interviewers or other alternative strategies that are locally appropriate.

In summary, the team must set as its first task the assessment of the state of equity at the college. The activities involved in this task become the focal point, serve as the rationale for meetings and enhance the team's functioning. The assessment should be summarized in a format that serves as the basis for interpretation and identification of barriers to be addressed in subsequent steps.

During the process of gathering information it is important to look beyond the faculty and staff and seek perceptions from different groups of interested persons, such as employers, staff at community agencies and parents. The base of assessment information should be as broad as possible to most effectively determine institutional barriers.

When interpreting results of the assessment, the EEO Manual suggests (p. 57):

> *...look for areas of response that reveal a lack of understanding*

> *about the economic realities of choosing nontraditional work. For example, one set of surveys revealed that people saw nontraditional work as "more fulfilling" rather than as "paying better." Sometimes people do not understand the need for better benefits and the ability for women to secure accessible, affordable child care--all of which is more likely in a nontraditional, better paying job.*
>
> *Basically, Key Leaders should look for a pattern of responses which will help the Team decide which barriers they want to set as targets for the development of a plan....*

The results of the assessment become the base for setting goals and to focus topics and tasks. The EEO Manual identifies issues/problems that can be anticipated during this Step as follows (pp. 57-58):

> ***Lack of Enrollment Data:*** *The Team will need to consider the lack of available data as a barrier to female enrollment. When the school is without documentation of what its enrollment patterns are, that stands in the way of efforts to increase participation. As an alternative, the Team may be able to get general figures from the state sex equity coordinator.*
>
> ***Lack of Openness:*** *Although Team members express an interest in equity they become defensive when the institutional assessment step reveals unintentional or intentional barriers at work. There needs to be a sense of openness by the Team to seeing equity problems within the school and community. The EEO Project process is not designed to point a finger at the school and berate it over equity failures. Rather, the process is a mechanism for strengthening what is positive and changing what may be detrimental to achieving equity goals.*
>
> ***Surprises:*** *Be prepared for surprises. One site was shocked to learn that among the students surveyed, "fear of sexual harassment" was determined a key barrier as to why females did not enter nontraditional training. The Team members had never thought sexual harassment was a problem at their school.*
>
> ***Need for Additional Information:*** *Sometimes Teams are so intrigued by the information uncovered by the survey that they want additional data or wish to explore/clarify perceptions further. The Team can decide to schedule focus group sessions with targeted constituents. One secondary school EEOP site devoted a portion of two Team meetings to focus group sessions with students, both in traditional and nontraditional classes. The Team wanted to gain insight into student perceptions about being in nontraditional classes and about being in an occupational education center as opposed to a comprehensive high school.*

Step 3--Identification of the Barriers

Once data have been collected and summarized, the focus becomes discussion and interpretation of the information. The task for the team is to identify barriers that are suggested by data, and determine their impact to the college and the community-at-large. As indicated in the EEO Manual, understanding the nature of the institutional barriers as well as identification must occur to effectively plan to overcome these barriers.

The following discussion about barriers is presented in the EEO Manual (pp. 79-82):

> *The EEO Project process does not point a finger at individuals and accuse them of sex bias. Rather, it holds a prism up to the institution and examines policies and practices in the light of sex equity. The important idea to get across is that the institution–the people in it–must learn to* ***behave*** *differently–in a more sex equitable manner.*
>
> *A Key Leader should facilitate a discussion about institutional barriers. It is important for the Team to understand that there is a difference between institutional barriers and individual bias...when a stereotype is institutionalized, it becomes a barrier.* ***Power*** *is the key element to discuss. Even if an individual (teacher, counselor, administrator) does not fully accept all equity concepts, the message from the institution must be that the person is expected to behave as if she or he does.*
>
> *It is important that all team members understand that the (college) may have a policy or practices that perpetuate barriers to the enrollment of females or males in nontraditional programs.*
>
> *It is also important that Team members from the community see how their sector can also help to perpetuate barriers. For example, if a barrier is "lack of role models" and the school has no female faculty teaching nontraditional classes, that is a practice that perpetuates the barrier. Employers who do not actively recruit and hire women in nontraditional jobs also help to perpetuate this barrier.*
>
> *If the barrier is "fear of sexual harassment" and the school has no written, promulgated policy against sexual harassment by school personnel and students, that is a lack of policy that perpetuates the barrier. By the same token, employers without good sexual harassment policies contribute to the perpetuation of this barrier.*
>
> *Once the Team has a good understanding of the nature of institutional barriers, Key Leaders will need to lead the group in identifying* ***the. . . barriers. . . to target for change****. Distribute the list below of . . . commonly identified barriers to females entering nontraditional training. . . . The Team should add to or modify the list according to the Team's previous discussion from Step 2.*
>
> ***Barriers***
>
> - *Lack of accurate information about nontraditional opportunities*
> - *Traditional counseling toward traditional programs*
> - *Lack of female role models*
> - *Sex-biased testing, textbooks and other materials*
> - *Lack of prerequisite/introductory skills or classes (including math and science) leading to nontraditional programs*
> - *Sexual harassment and/or hostility in the classroom, in on-the-job training or other work experience*
> - *Lack of work study, on-the-job training or apprenticeship opportunities*
> - *Lack of employment opportunities and negative attitudes of employers*
> - *Early socialization to traditional roles and expectations*

> *o Unsupportive parents, extended families, friends and spouses/ partners*
> *o Cultural and media reinforcement of traditional roles*
> *o Discrimination on the basis of race, sex, color national origin, handicap, class or age*
>
> *Key Leaders may want to have the Team actually vote on priorities, or the Team may be able to come to consensus in an informal way. Whichever barriers are chosen, these are the barriers that the Team will focus on during the planning process.*
>
> *It is also critical that the Team limit its selection of barriers. . .so that planned activities are seen in the context of being focused on a specific target, rather than being just a random collection of good ideas that may or may not hit the mark in overcoming barriers. An important thing for the Team to keep in mind is that work on any barrier is better than not working on a barrier at all. There is a ripple effect when working on barriers because they are so interconnected.*

As part of an initial inservice session, college representatives participated in a brainstorming activity which resulted in a listing of barriers that were expected at the colleges, a strategy that can be used with the team. The listing of expected barriers included:

o Policy developed but no commitment/enforcement
o Attitudes
o Withholding of recognition
o Lack of understanding of impact of isolation on nontraditional experience; not feeling "a part" or feeling apart, excluded/loneliness; need for "active membership
o Forced silence
o Geographical traditions/cultural limitations, conformity
o Differential treatment, differing styles
o Lack of support systems
o Limited range of options (students/faculty)
o Classroom/learning environment
o Lack of proactive discourse
o Segregation (sports, etc.)
o Lack of role models

In a number of instances the anticipated barriers were confirmed. For example, after one year, the most frequently identified barriers statewide included:

o Insensitive campus climate
o Lack of role models
o Lack of updated information and knowledge -- administrators, faculty, staff and students
o Lack of gender diversity in program enrollments
o Impact of social/community/family influences on career selection
o Lack of awarenesses of career opportunities by students and pre-college students

Anticipated problems or issues that may occur in Step 3 are discussed in the EEO Manual as follows (pp. 81-82):

> ***Too Many Barriers:*** *Let the Team discuss all the barriers it wants to— but limit the final selection to no more than three to work on during Step 5. Key Leaders will need to stress that all barriers are interrelated and that working on a few does not preclude having an effect on others. Remind the Team that it can always revise the plan to include a new*

barrier next year. Also, having too many barriers to plan for at once is overwhelming. You want the EEO Project Team to feel successful and making concrete strides against one or two barriers will reinforce the entire process.

Combining Barriers: *Some Teams cannot give up the idea of working on four or more barriers so they try to combine several into one or two big barrier statements. Discourage this with the same rationale as presented above. Too much in one barrier will eventually dilute the efforts against any barriers.*

Focusing Only on the School: *Often the focus of the barrier identification process is directly on policies and practices. Community people on the Team may feel that they do not have any responsibility for eliminating those barriers. As Key Leaders, you need to be able to draw the group into a discussion of how the identified barriers are reinforced by the actions of those outside of the school environment.*

Redefining the Problem: *Some EEOP sites, particularly secondary ones, begin to branch off of the equity track and begin discussing the general problem of declining enrollments and the second-class image of vocational education. This is a way for the Team to avoid coming to grips with sex equity issues and it should be discouraged by the Key Leaders. Increased female enrollments in nontraditional areas should help the institution with overall enrollment and image problems, but that is not the main focus of efforts.*

"It's Too Late" or "It's Their Problem": *This is the point in the EEOP process when those who are not fully committed to sex equity will be very vocal about how it's really too late to change anything. The post-secondary schools blame the high schools and the high schools believe that equity work should have been done at the junior high level.*

It is true that working to overcome institutionalized gender and sex-role stereotypes should begin early in schools. However, experience shows that when specific barriers operating within an institution and community can be identified, and activities planned to address those barriers are accomplished, enrollments do increase.

Step 4--Discussion and Selection of Appropriate Strategies

The EEO Manual (pp. 95-96) discusses Step 4 in two parts: brainstorming possible activities, and choosing a limited number of activities for actual planning. This step is critical because it marks the transition from analysis to action, from discussion to doing, and from planning to participation.

Brainstorming Activities:

As a process, Key Leaders may want to divide the Team into as many small groups (keeping diversity in mind) as barriers identified, and let each small group begin brainstorming a list of potential activities. The Team may want to do the brainstorming by staying together as a large group. Whatever configuration is used, Key Leaders should make sure that the rules of brainstorming are followed: keep it fast-moving, all ideas are recorded, do not allow discussion of any ideas. The object is to generate a good list of possible actions specific to the barrier being addressed. Brainstorm a separate list of activities for each barrier to be addressed.

Remind the Team that there may be events already in the works that can be included on the brainstorming lists. Look for ongoing activities that can now incorporate sex equity messages and activities, ... such as brochures, meetings, community fairs, etc. ... by including regular, ongoing events and activities on the brainstorming lists, the point is reinforced that sex equity concerns will be a part of the mainstream of the institution. Always keep in mind that institutionalization of equity work is a long-term goal of the EEOP.

In summary, effective brainstorming requires team consensus, representative participation, and a realistic approach to the task.

Selecting Activities:

Once the Team has generated its list of potential activities, selection must be made of a limited number for implementation. Key Leaders should remind Team members that they will be responsible for planning and coordinating implementation of the activities. Therefore, it is imperative that the final list of activities feels manageable and doable to the Team.

Other EEOP Teams have found that selecting activities which seem useful, are directly related to the barrier and which might even be fun, helps when it comes time to implement. Having a Team composed of members representing different constituent groups is helpful because they can contribute information about available resources, schedules and feasibility.

A limited number of activities should be chosen for planning. Some examples that might be selected include, among others:

- Inservice training for staff/faculty to increase awareness
- Increase availability of nontraditional career information
    - Alternative counseling models
    - Career workshops and other exploration models
    - Mentoring programs
- Revise and implement sexual harassment policy
- Provide sexual harassment training for students/staff
- Review of texts, library holdings regarding biased language
- Revision of college publications/communications to eliminate use of biased language, pictures, etc.
- Work to include gender equity in mission and policy statements
- Inservice to promote curricular inclusion of gender equity
- Gender equity represented/infused with college/board policies, accreditation study teams, administrative operations, search committees, cabinet/academic council agendas, representation on President's Council
- Professional development activities to promote awareness such as workshops, support to participate in related conferences/seminars, speakers, videotaping and discussion of classroom teaching
- Formal linkages of Gender Equity Team with college standing committees
- Newsletters -- either totally devoted to equity issues; segments of established college newsletters
- Emphasis on role of women in career areas in recruitment/public relations materials; posters, brochures
- Tutoring in math, science and technology skills
- Non-credit courses in basis skills and concepts, technical terminologies
- Scholarships for females in nontraditional career tracts

- o Mini-grants to faculty members designed to promote equity at classroom/ individual level
- o Outreach activities with secondary/elementary levels, community agencies including open houses, career awareness workshops/trip-outs targeting nontraditional jobs
- o Flexible/alternate course and lab schedules
- o College-wide task forces to address issues such as harassment
- o Workshop series for management/support staff that incorporates equity issues
- o Presentation of student activities in cooperation with departments such as student advisement, technology
- o Updated reading lists including issues with current focus such as sexual harassment
- o Library/bulletin board displays of equity-related literature, materials

Anticipated problems or issues that may arise during Step 4 are delineated in the EEO Manual as follows (pp. 96-97):

> ***Lack of Ownership:*** *The Team should reach a consensus on selected strategies so that there is a feeling of ownership — If Key Leaders sense there is a lack of ownership, it may be helpful to stop and review with the Team the steps already accomplished and the effort that has been invested in the Project. Reviewing the project's overall goals and specific activities can reinforce the long-term benefits of the EEOP. Lack of ownership can also be indicative of deeper conflicts between groups of people on the Team (i.e., school vs. community) and Key Leaders may need to use conflict resolution skills to resolve those issues that are blocking progress.*
>
> ***Negativity:*** *This is one place in the meeting where those who are not really supportive of females in nontraditional classes will begin to throw cold water on all activity suggestions. Depending on what influence such people have, they can slow the momentum of the Team and possibly obstruct progress. Key Leaders must be ready to take charge of the meeting and not let one or two individuals inhibit the others. Key Leaders may need to deal with the person on an individual basis and let it be known that he or she will be expected to support the Team's efforts.*
>
> ***Concern for Costs:*** *As soon as you start listing activities, someone will raise the issue of costs. Key Leaders need to turn the Team into problem-solvers. If the Team really wants to pursue certain activities, then it is part of the EEOP process for the Team to secure needed resources when the plan is developed. The diversity of the Team members is important at this point. The sex equity coordinator may be able to volunteer funds; the administrator may have discretionary monies in the budget; the employer may be able to donate in-kind products, facilities or a consultant.*

Step 5--Development of the Action Plan

In applying the EEO model to the postsecondary level, Step 5 serves as the culminating activity for the Organization and Start-up Phase, or the initial year of the process. This task served as the focus for the four steps -- building the team, assessing the institution, identifying the barriers, discussion and selection of strategies -- all leading to the development of a long-term action plan for the local institution. The plan is based on results of assessment and barrier identification, and determination of which strategies to employ toward reduction of barriers and an increase of equity and access. College experiences confirm that the planning process for the action plan does evolve during the previous steps.

The Process: Once alternatives, potential approaches and brainstorming of anticipated outcomes and strategies for achieving these outcomes have progressed to a point where a coherent plan seems feasible, Team Leaders should move into action plan development. It has been found that, depending on the group, the equity committee as a whole can be effectively involved throughout the total process. In other instances it was found more efficient if the team was divided into task groups. The focus for each group might be specific barriers or categories of barriers. The focus might be related to the cohort represented by various equity team members, or a small working group may function independently with the total team serving in an advisory capacity as the work progresses.

Regardless of strategy used, all must clearly understand the task and be able to function effectively. For example, one work group may be comprised of individuals representing college support staff, another representing faculty, another representing business/community leaders, or work groups may be a mixture of institutional, community, and student representatives. Each task force or work group should have a strong leader that facilitates the task, keeps the process on time toward a deadline date. The working process of task forces involves the need for not only facilitation by a leader but also one who is able to record and maintain a flow of information and sharing with the total equity committee as well as others critical to equity concerns.

The actual format of the action plan should be tailored to the individual college. Experience has indicated that the plan should consist of:

a) identification of the barriers that the plan is addressing;
b) identification of goals/objectives or outcomes to be attained;
c) a tentative timeline;
d) initial identification of goals/objectives to be addressed within the immediate subsequent phase or year.

It is important to realize that all barriers cannot be addressed immediately. Therefore, it is recommended that once goals have been set, tentative action steps be identified for each goal, needed resources identified, a timeline planned, and an indication of selected strategies/evaluatory methods included in the action plan. The collegiate initiative has found this format encourages discussion and identification of items to be addressed in near-future visions, as compared to those that become more long term and woven into the institutional fabric. Initially, it is important not to labor with details but to delineate major concepts and ideas. Later additional details can be added to the action plan. Some colleges view their action plans as forever tentative to better reflect local campuses.

Based on the experience of this effort, it is strongly recommended that involvement of appropriate administrators, key decision makers, policy makers, individuals who will influence plan implementation all be involved throughout development of the action plan. These individuals must be aware of directions the action plan is taking and the concepts upon which the plan is evolving to assure that there are no surprises, and that it is truly a document that can be incorporated into the operations of the institution.

A major concern to team leaders as the plan evolves is to make every effort to involve every team member as a contributor to the development of the action plan. The team leaders must also be aware that as the plan nears its completion, appropriate other administrators, decision makers, policy makers, community leaders become part of finalizing the plan. Communication and exchange are critical factors. It has been found that the more involvement, awareness, clarity of understanding of purpose exist, the more efficiently plan and procedures evolve.

The EEO model Manual discusses completion of the action plan as follows (pp. 107-108):

> ***Objectives:*** *develop measurable objectives for the specific activity. For example, if the barrier is "lack of accurate information about nontraditional options" and one activity will be to pass out literature at a career fair, then the objectives might be:*
>
> *1) to distribute 200 nontraditional options brochures; and*
> *2) to sign-up 50 female students for counseling appointments.*
>
> *It will be important during the evaluation process to be able to refer back to measurable objectives.*
>
> ***Action Steps:*** *list all the steps that must be done to complete the activity. Staying with our same example, those might include:*
>
> *1) contact career fair planners and arrange for booth;*
> *2) develop and produce brochure;*
> *3) recruit people to distribute brochures; and*
> *4) arrange with counseling staff for follow-up appointments.*
>
> ***Resources:*** *remember that resources will include money, people, materials and time. For all steps in the above example, an estimate of resources needed might include: three people, 20 hours of time and $75 for reproduction of brochures.*
>
> ***Timeline:*** *this needs to be established so that coordination of all activities can take place and to ensure that tasks are accomplished in a timely manner. It may be sufficient at this point to simply note the beginning and end dates for discrete activities....*
>
> ***Assigning Responsibility:*** *oversight of specific activities and/or individual action steps must be clear. Key Leaders will need to make sure that the right people are linked to the right activities and assignments.*
>
> ***Evaluation:*** *by using the measurable objectives, the Team can determine if the activity was successful and analyze what might be changed for the next time. It is important to keep in mind the institutionalization goals of the EEO Project. During the evaluation of each activity, there must be a mechanism for building into the mainstream of the organization the continuation of successful equity efforts. For example, if the Team establishes that there should always be a specific booth distributing literature about nontraditional options at the annual career fair, those who normally plan the event must incorporate that into the arrangements.*

Experience with postsecondary institutions has indicated that the actual format of the Equity Action Plan is best determined locally with components that include goals/objectives/anticipated outcomes, activities to achieve intents, anticipated timeline and evaluative evidence of achievement. Appendix C contains a number of action plans that illustrate a variety of approaches. These samples are included as guides, resources and examples of "what has worked."

The EEO Manual delineates anticipated concerns and issues as follows (pp. 108-109):

> ***Disengagement:*** *If the activities chosen only involve the school and its personnel, some community or employer Team members may begin to disengage themselves from the planning process or from accepting any implementation responsibility....finding a role for each Team member in plan implementation is important.*

Lack of Clarity about Role: Some Team members will finish the day and still not be sure what they are supposed to do now that the planning is finished. Key Leaders should include a check-in time at the end of the meeting for everyone to express what they understand their next steps to be.

Lack of Ownership: Some Team members may try to put all responsibility for the success of the EEO Project onto the Key Leaders. Community people may try to put responsibility onto the education people. Key Leaders must be sensitive to using language that is always inclusive of the Team: "our EEO Project." Making sure that the barriers and activities selected include various elements of the Team will be important. Having an open discussion with the Team about ownership of the Project may be necessary.

Too Ambitious: It is best for the Team to focus on a limited number of activities that can be accomplished, rather than biting off more than it can chew. One site decided that only two things were most important to accomplish in the first year: (1) to develop and institute a career development curriculum unit in a required class, and (2) to institute a lunchtime program of discussions with community women in non traditional jobs. Those activities have been successfully installed.

Not Being Specific: The Team members may be tired at the end of the day and may want to give short shrift to the planning process, or leave it to the Key Leaders. Don't let the Team off the hook for developing the plan. While some pieces of the plan may need revision or must await additional information for completion, identify all other elements.

Lack of Clarity About Next Steps: It is very important to maintain momentum and keep Team members focused on the tasks of implementation. Key Leaders must be prepared to tell Team members what their next steps will be.

Alternative Support Strategies: Within the structure of the postsecondary initiative a field-based regional consortium was also formed. Eight State University of New York colleges (7 community and 1 four-year college) in the Mid-Hudson region targeted equity in the classroom as the focus of consortial effort. The academic officers of these colleges served as an advisory group and faculty members representing the colleges functioned as a working steering committee and task force. Faculty representatives meet regularly to determine goals/objectives, strategies, outcomes, roles and tasks -- essentially a regional equity action plan. Local academic officers worked with their faculty representatives to confirm appropriateness and to facilitate participation in professional development activities. Activities have included region-wide conferences, workshops targeted to the instructional setting, a regional newsletter of related news and events plus cooperative endeavors and exchanges among some consortial institutions.

The consortial strategy has resulted in cooperation among the colleges and an awareness of other professionals with similar goals. The long-term outcome anticipated is a core of committed professionals who will continue to share, cooperate and address equity on a regional basis within the framework of a field-developed action plan.

A second strategy to develop inter-college support was mentoring. Colleges experienced with the equity initiative served as mentors to colleges new to the initiative (mentees). This provided an opportunity for exchange of information and resources as well as permitting new colleges to benefit from the experiences of the mentor colleges. Mentor-mentee contacts resulted in a variety of mentoring activities such as: information about speakers, media and materials; assistance with assessment procedures, tools and techniques; guidance/support by telephone and personal consultations; and making presentations as speakers.

Summary of Steps 1-5: At the close of the first cycle a roundtable session was held for the purpose of summarizing, sharing and exchange among participating colleges. The feasibility of applying the EEO model to the postsecondary level and suggested revisions were also noted. In general, the EEO model was viewed as a sequential process which encouraged awareness of the institution and its structure. The model was also described as being clear in its step-by-step process culminating in consensus while simultaneously allowing flexibility. The model was seen as having wide applicability and a useful resource. Undertaking initial tasks served to move teams into a functioning unit with commitment to a common goal. On the other hand, most found the model, beyond these initial phases, offers less for higher education because ordering of tasks is often inappropriate, others vague and lacking clarity.

The process of assessment and barrier identification resulted in six outcomes:

1) validated what team members/leaders believed to be major barriers/ concerns;
2) increased awareness/consciousness at the institution and community;
3) stimulated thinking and discussion -- a base of motivation for addressing equity;
4) expanded information base from which to address the issue;
5) identified questions and needs; and
6) provided credibility to local efforts because of statewide focus.

C. Implementation Phase

Step 6—Implementing the Plan

The second cycle of the adapted version of the model considered steps 6 and 7 as part of the local implementation plan. Since the goal and culminating activity for the first cycle was an institutional equity action plan, a second year was viewed as appropriate to identify objectives to be achieved or addressed within an academic year's framework, or summarize a short range plan of proposed achievements for a subsequent year of effort. This approach of identifying an annual action plan and assessment continues on an ongoing basis as the total equity action plan is implemented each year or cycle. The samples of local equity plans in Appendix C were selected to illustrate a variety of workable formats.

The EEO Manual defines roles and concerns during the implementation phase as follows (pp. 117-118).

> *Key Leaders play a critical role in facilitating the implementation of selected activities. There are five areas where their continued leadership is imperative:*
>
> *1) Ensuring that work groups function*
> *2) Monitoring progress*
> *3) Adjusting the plan when necessary*
> *4) Coordinating publicity about the Project and*
> *5) Networking with each other.*

Work Groups: *Most EEOP Teams choose to have smaller work groups, composed of Team members and appropriate others, carry out implementation of specific activities. The larger Team meets periodically to assess progress, share information and plan for ongoing work. Each EEO Project site should develop a method of ongoing work that fits its own situation. Whatever method is chosen, Key Leaders need to make sure that work groups meet and that individual Team members are clear about their responsibilities and follow through.*

Monitoring: *Key Leaders need to know at all times what is being done and who is doing it. Key Leaders must take the lead in monitoring the accomplishment of specific tasks and find a mechanism for keeping the Team informed of progress. One site issued a monthly newsletter to Team members and other personnel in the school to keep them interested. Large Team meetings could then be held to a minimum while smaller task groups worked on individual projects. Documentation of efforts and activities is important and Key Leaders should make sure that all efforts are recorded. This will be valuable during evaluation and also for institutionalizing activities.*

Adjusting: *While it is very important that work plans have been developed as part of Step 5, those plans may need to be adjusted as conditions change within the institution or as new opportunities open. Key Leaders may need to make decisions regarding the revision of plans because of changes in personnel, funding or other factors.*

Publicity: *The Team should be encouraged at all times to feel proud of the work it is doing. Key Leaders should see that there is ongoing publicity about the EEO Project and its activities. Using existing vehicles (such as faculty newsletters, school bulletins, state sex equity newsletters, community newspapers, campus and community radio programs or other media and publications), Project activities should be presented as part of the comprehensive approach to sex equity that the EEOP is designed to foster.*

Networking: *Key Leaders must stay in touch with each other during the work of the EEO Project. Even if responsibility for monitoring different activities has been divided, Key Leaders must continue to work together and model the cooperative partnership between the school, the community and advocates. Often, if a difficulty arises with one work group, it may be one of the Key Leaders who can bring the leadership or resources to bear on the project. If the Project is running into difficulty from a higher level of administrative authority, a united front of Key Leaders can be powerful in winning support.*

Try It! *Being creative, having a sense of fun and working on projects that seem "do-able" have been part of the keys to success at other sites. Key Leaders from other EEO Project sites have expressed the feeling that it is very important to move ahead and just try some different activities.*

The activities of the equity initiative were viewed (Wisconsin Department of Public Instruction, 1993) in three levels -- beginning, intermediate and advanced. At each level, the purpose and type of activity proceeded from awareness and knowledge to application and reconstruction -- or institutionalization of gender equity.

Participants in the New York State postsecondary initiative applied the Wisconsin perspective to gender-related activities at their respective colleges. Selected examples of the activities within the three levels include:

Beginning:

-identification of barriers to program enrollment/balance
-review of documents/publications for gender bias
-short-term efforts that increase awareness of barriers and issues
-building team with membership of individuals (i.e., personnel director) necessary for success

Intermediate:

-support attendance of faculty at gender-related conferences
-providing of grants for equity-related activities (inservice and instruction)
-schedule change for technology labs to increase accessibility
-proposed new courses dealing with gender equity
-growth in membership of equity team
-faculty in field nontraditional to gender are hired
-language in college publications neutralized

Advanced:

-changes made in expenditure of student activity fees to support equity/curricular issues
-all new courses require an equity component
-equity team is a college standing committee
-orientation and selected inservice programs for faculty, staff, support/CSEA staff and/or administrators contain equity component
-co-sponsorship of college-wide activities and events

Experienced colleges offered hints for success based on experience and achievements: The initial year should be set aside for planning, assessment and development of the local equity action plan. The effort should be initiated and built with volunteers, others will become involved as successes are achieved. Regularly scheduled meetings keep team members and others involved/interested. Strong administrative support is the critical factor, and such support is enhanced when the Chief Academic Officer (and other top administrators) are members of the equity team. Success potential is further strengthened by broad-based involvement including not only faculty and administrators but business, students and community representatives. Strong and ongoing communication links allow a credible determination of climate and needs.

The availability of some "upfront dollars" gives credibility to the equity initiative. Therefore, the team must remain vigilant for resources and information to support local equity efforts. Also, enrollment needs provide leverage to barrier reduction actions.

For ongoing validity, the gender equity action plan must reflect the local college's needs/desires and maintain flexibility to adjust as needed. Changes targeted within the gender equity plan will require definition.

The most difficult areas in which to bring about change are classrooms and curricula. To help promote such change the following perspectives and strategies have been suggested:

- Infuse equity concepts into classes: for example, include research by women in psychology courses; use interviews with persons in nontraditional occupations as basis for writing assignments in appropriate courses; lectures/special events with an equity focus should actually involve students; and relate equity issues to the male perspective such as impact on family of lower level of pay for women.
- If faculty are willing to try incorporating equity into teaching but question effect on students, encourage applicability to living and interest should generate insightful discussion. Also, have listing of materials and resources available for interested faculty, as it is important to have meaningful direction, for example, definition of behaviors that constitute sexual harassment.

Selected resources related to noted and other related activities/achievements are included in Appendix D.

The EEO Manual describes potential issues and concerns at Step 6 as follows (pp. 118-119):

> ***Lack of Resources:*** *It is always possible that once things are underway, missing resources will impede progress. While some equity activities can be accomplished with minimal investment, others may take funds that are not immediately available. The Team will need to be creative in meeting these needs and call on each other for contributions. For example, the business representative may be able to donate in-kind printing of materials.*
>
> ***Resistance from Others:*** *As the Team goes about implementing activities, members may encounter resistance from others. For example, if the plan is to conduct inservice training on sex equity and nontraditional options with staff, other teachers and counselors may not be responsive. Or, the community advocate who is working to secure nontraditional role models from area employers may run into problems with reluctant supervisors.*
>
> *It may be useful for the Team to do some role-playing of difficult situations and develop responses to the questions or remarks of others who do not support women in nontraditional roles. Valuable information about additional barriers can be learned from those who are not supportive of the Project.*
>
> ***Ambivalent Team Members:*** *Team members must present a united front once the EEO Project plans are made and being implemented. Even Team members who have ambiguous feelings about all equity concepts need to behave in front of others as if they support the EEO Project in its entirety. Team meetings can be used to explore sex equity issues and to help ambivalent Team members resolve questions.*
>
> ***Lack of Follow-Through:*** *Some Team members may not carry out their assigned responsibilities. Key Leaders need to problem-solve with those persons or replace them if necessary. Not all Team members will be able to, nor should they, make the same contributions as other Team members. It may be more appropriate for some Team members to be involved in the day-to-day*

> *development and implementation of selected activities. Others may have access and expertise in the fundraising area and should work on that. Maybe someone from the Team will coordinate publicity efforts for all activities. Key Leaders should make sure that Team members contribute their skills and resources in the most appropriate ways. However, all Team members should be involved in some way – this is a working Team.*
>
> ***Need for Additional Personnel:*** *The need may become apparent for additional personnel on certain task groups. It is always possible to add resources to the Team or to specific working groups. For example, one site undertook a publicity campaign about its nntraditional options and invited someone from the community with expertise in public relations and media to participate.*
>
> ***Waning Interest:*** *As the Project moves past the initial stages of barrier identification and plan development, you may find that some Team members will start to lose interest. It is important that each Team member has some responsibility for a piece of implementing the plan. If someone cannot be a part of task implementation, make them a member of an evaluation task force.*

The experiences of the involved colleges reflect many of the noted concerns, particularly loss of momentum. A dependency on the strength of personalities suggests a lack of equity institutionalization. Similarly unintentional bias in classrooms and lack of infusion of equity in all academic curricula hinder total institutionalization.

D. Assessment Phase

Step 7–Evaluate the Plan

Step 7 is described in the EEO Manual as follows (p. 125):

> *The final step in the EEO Project cycle is evaluation of both the short-term and long-term accomplishments of the plan. Step 7 is critical if sex equity efforts are to be institutionalized. There are really two phases to this step:*
>
> *1) assessment of activities and*
> *2) revision of the plan for ongoing work.*
>
> *It is not enough for specific activities to have been successful in meeting objectives if those same activities are not incorporated into the mainstream of the institution.*
>
> *The entire Team needs to meet for an evaluation session. Specific work groups or individuals who have had implementation responsibilities will need to compile their data or prepare evaluation reports for everyone to review.*
>
> *Whether discussing short- or long-term measures, the Team should keep in mind the question,* ***"What difference did it make?"*** *This question is really the heart of the EEO Project: making a difference in the life of the institution and the students within it.*

The EEO Manual provides the following suggestions for evaluation (pp. 125-127):

Short-term Measures

Short-term measures are the objective developed for individual activities addressing specific barriers. These should be relatively easy to assess: Were 250 brochures distributed? Did 75 students participate in a special program? Was a counselor funded for half-time specialization in nontraditional options?

The Team will want to discuss the short-term accomplishments. What activities were successful? What were the key elements of that success? Why did some activities fall short? What could be different if the activity will be tried again? Are there follow-up activities that should be initiated?

Long-term Measures

Long-term measures must be considered by the Team, such as:

1) Increase in female enrollments in nontraditional classes

2) Retention of females entering nontraditional classes

3) Personnel added or designated to assume equity nontraditional responsibilities

4) Amount of funding allocated to equity activities integrated into budget

5) Changes in policies supporting equity goals

6) Changes in or addition of programs supporting equity goals

7) Establishment of ongoing mechanism (team) for planning equity activities

8) Job placement in nontraditional areas

9) Retention in nontraditional employment

These goals are long term. It is unrealistic to expect dramatic increases in female enrollments after the first year of the EEO Project. Retention rates of those females who do enroll will need to be tracked over a longer period of time. Keeping these statistics will be an important part of institutionalizing the EEO Project process

The Team and its Key Leaders must always keep in mind the long-term thrust of the Educational Equity Options Project. Its ultimate goals must not be forgotten in the rush to accomplish specific activities.

Ongoing Planning

As with any feedback mechanism, the result should be a revision of the plan and the continuation of the cycle. The Educational Equity Options Project is a cycle that must be perpetuated in order to achieve the long-term goals outlined above.

The Team will need to take its evaluation information and see what revisions in the plan will be necessary for the next year of the Project. Will a new barrier need to be addressed? Is there an activity which should be repeated but done in a different way? Can a barrier be considered eliminated? Is it time to add activities to further address existing barriers? These are the kinds of questions the Team must answer. After having accomplished important objectives, the Team should feel more confident in its equity work.

Step 1 *review Team membership and add people if necessary.*

Step 2 *review the enrollment statistics after the first year of the Project and compare them to the figures of a year ago. Some Teams want to resurvey their constituent populations to uncover any changes in equity perceptions.*

Step 3 *review the original list of barriers. Does the Team want to tackle a new one? Plan further activities in response to the current one.*

Step 4 *select new or revise current activities.*

Step 5 *develop the new plan.*

Step 6 *implement the new plan.*

Step 7 *evaluate accomplishments, revise and begin again.*

As previously noted, a series of inservice workshops were held each cycle with participating colleges to facilitate local application and implementation. Assessment was among the issues addressed on an ongoing basis. The New York State Equity Accountability System (which is in place as a statewide reporting strategy) was used as a base from which to determine **"how do we know when equity is institutionalized?"** As a result, seven of the system's accountability outcomes were related to 30 indicators of gender institutional as follows:

I. Equity Accountability Outcomes

A. Institutional Related Outcomes

1. All students, including special needs populations, have equal access and equitable education in vocational programs of their choice.

2. Ongoing collaborative efforts exist among educational institutions, business, industry, community and community-based agencies.

3. Administrators, faculty, staff are aware/knowledgeable of equity issues.

4. Reduction of disproportionate enrollment in secondary/adult postsecondary career programs.

5. Increased persistence and completion by men/women in nontraditional career programs.

6. Increased placement of men/women successfully completing nontraditional employment situations, apprenticeships or further education.

B. Program (Core/Client Centered) Related Outcomes

9. Students/clients not impeded by lack of child care, transportation or related enabling service.

II. Indicators of Gender Institutionalization

1. Equity initiative is part of college budget and does not rely on outside funding (example: faculty mini-grants to revise course outlines/curriculum); not reduced in fiscal crises.

2. Equity and diversity are incorporated into college mission statements.

3. Equity dimensions are included in Middle States and other appropriate accreditation reports; not simply for show but inherent in campus climate/long-range plans, priorities, goals.

4. Equity topics are included in courses, curricula and planning; equity issues addressed across curriculum.

5. Working toward generally gender-balanced enrollments/programs.

6. Board of Trustees support equity issue.

7. Equity team is a college standing committee and an ongoing resource.

8. Equity/diversity is codified in permanent policies such as student conduct, hiring procedures, coalition brochures, sexual harassment, and others as appropriate.

9. Equity issues are infused/built into student and faculty/staff orientation, inservice training, professional development including workshops on targeted aspects such as sexual harassment, and training in cultural diversity.

10. Training is provided/offered for search committees.

11. Involvement by faculty without inducements such as food.

12. Equity in pay, positions and tenure.
13. Communication of initiative to campus community.
14. Ongoing follow-up, control and re-evaluation of initiatives, gender incorporated in all analyses.
15. All publications are bias-free.
16. Cooperative projects with other initiatives, such as Teaching Learning Center, library, etc.
17. Awareness and appropriate actions taken regarding areas of inequity such as payroll, etc.
18. Improved campus climate -- less "chilling."
19. Public presidential endorsement and senior administrative (e.g., deans, vice presidents, provost) support for equity (goals, initiative, etc.).
20. Input provided by non-team members; activities generated by faculty and students.
21. Changes undertaken for representative gender/diversity -- faculty/staff/students; and/or institutional staffing is balanced.
22. Community is aware of college position, looks to it as a model, and has ongoing involvement/linkages.
23. Workshops and special efforts are no longer needed but sensitivity efforts ongoing at all levels.
24. The uncommitted have been converted.
25. Locations, schedules, etc. have been changed to meet needs of nontraditional students (such as college hours, labs, etc.); flexibility in scheduling, work schedules.
26. Availability of equity resources and materials in library, audio-visual, etc. for instructional, student and personal needs.
27. Faculty/staff are supported for participation and attendance at equity conferences, etc.; more consensual management.
28. Existence of multi-culturalism and gender-equity office/support services/clearinghouse, etc.
29. Environmental scan of outside community to determine needs.
30. Follow-up indicates successful employment including high potential, nontraditional careers.

The indicators were compiled into an assessment rating scale (see Appendix D) to provide a tool for local and statewide assessment. The indicators identified most frequently as having been achieved to a great degree included:

- Equity/diversity is codified in permanent policies such as student conduct, hiring procedures, coalition brochures, sexual harassment, and others as appropriate.

- Public presidential endorsement and senior administrative (e.g., deans, vice presidents, provost) support for equity (goals, initiative, etc.)

- Availability of equity resources and materials in library, audio-visual, etc. for instructional, student and personal needs.

During this initiative, annual site visitations were made by project staff. The purpose was to interact with the college team members and administrators. The visitation served to support efforts of team members with interest in progress and problems. It also served as an evaluatory check in terms of achievements and timing. Discussion topics often included the following:

1) Summary and update of progress and achievements toward targeted equity action plan objectives

2) Discussion of any unexpected results and/or problems encountered

3) Summary of adjustment/revisions in local equity action plan and/or activities/emphases

4) Discussion of team structure, functioning, membership, effectiveness and adjustments

5) Perceived impact on college policies, management, programs and/or services; extent of institutionalization

6) Discussion of local support and linkages

7) Reactions/assessment/discussion of the EEO Model as a strategy to redress disproportionate enrollments

8) Effectiveness of statewide support including small grants and resource materials

9) Expected legacy of initiative in college community

10) Other concerns/observations/recommendations as appropriate.

Discussions regarding lasting outcomes at individual colleges brought forth the following indicators of achievement as the conclusion of the statewide initiative approached.

As a result of this equity initiative, what changes have occurred in your institution that will be continued after funding ceases?

- Committee will continue to meet.
- Theme of equity programming will continue because a support system has been developed.
- College will support increasing enrollment of nontraditional programs.

What is the impact of current funding projections ("the last year") on your local equity plan?

- Look for other grant sources - i.e., School-to-Work.
- More networking and sharing of resources.
- Integration of equity into institutional structure.
- Efforts to institutionalize the committee.
- Seek long-term funding.
- Achieve long-term results this year.
- No extra projects after next year, and must raise institutional awareness that must do more. Big events will end.

What one accomplishment/change do you feel must continue?

- Speak to those "outside chair," continue committee, add high school and community to effort.
- Continue to review, revise curriculum in terms of equity.
- Continue discussions of equity issues; keep communication channels open.
- Continue to offer a voice for underrepresented groups.
- Continue sharing sessions among collegs, at least one per year.
- Collaborate; continue to talk about activities not personalities; encourage others to take ownership.
- Corporate funding in collaborative partnerships.
- Use equity as "integration tool" for self.

What questions need to be immediately considered?

- What is the attitude of the institution?
- How much can be accomplished in wrap-up year?
- If someone calls your college seeking information about the Local Equity Initiative, can the person answering the telephone either provide accurate information or refer caller to the appropriate individual?

The EEO Manual identifies potential concerns or issues at Step 7, Assessment, as follows (pp. 127):

> ***Change of Personnel:*** *After a year(s) of EEO Project work, some members of the Team may need to rotate off. There may be need to be a change in the Key Leader group. It is possible that the ongoing planning will be assumed by another group within the institution. If the site wants to continue with the structure established during the initiation of the EEO Project, substitutions will need to be made for any changing personnel.*
>
> ***False Sense of "We Did Equity":*** *Some people may feel that when a period of time has been given to equity planning and implementation, then the problems are solved. Members of the Team should understand that the problems are complex and interrelated and know that the efforts must be ongoing. Make sure that all others in the school or community understand the continuing nature of equity work.*

IV. SUMMARY

This New York State initiative used a structure of support for colleges to allow application and implementation of the EEO model within a two-year period. The effort was designed to facilitate gender equity not only in classrooms but in the policies and practice within the very fabric of the institution. This initiative of institutional equity involves a process, not a project, but a process that needs to be strengthened and nurtured by commitment to equity within all aspects of the teaching-learning environment.

To date, it has directly impacted 11 two-year colleges in New York State, bringing about increased awareness, understanding and sensitivity to those barriers that limit women's access, effort and achievement. Equity action plans have been designed to reduce identified barriers, and these plans are in progress at 11 participating colleges. In addition, a field-based consortium of eight SUNY colleges in the Mid-Hudson region addressed equity in the classroom through a network of information, knowledge, ideas, mutual support, sharing, exchange and inservice activities.

Model Description

The seven-step long-term EEO strategy to increase recruitment and retention of students in nontraditional career programs stated goals of:

o Identifying barriers to enrollment
o Planning activities to address barriers
o Building support within community consistent with institutional efforts
o Institutionalizing equity activities to become mainstreamed with ongoing operations.

The seven steps of the model included:

Step 1: Build a Team
Step 2: Assess the Institution
Step 3: Identify Barriers
Step 4: Select Strategies
Step 5: Develop Plan
Step 6: Implement Plan
Step 7: Evaluate

To better reflect the needs of postsecondary institutions, goals were restated as (1) to identify specific barriers to enrollments in nontraditional programs by male and female students; (2) to identify/implement actions toward those barriers; (3) to build support within the comprehensive community consistent with institutional efforts; and (4) to institutionalize equity activities into ongoing college operations. The seven steps of the original EEO model were maintained but grouped into four phases as follows:

A. Organization Phase
Step 1: Building the Team

B. Start-up Phase
Step 2: Assessing the Institution
Step 3: Identification of Barriers
Step 4: Selection of Strategies
Step 5: Development of Local Equity Action Plan (Timeline: Year 1)

C. Implementation Phase
Step 6: Implementing the Action Plan

D. Assessment Phase
Step 7: Evaluation and Feedback (Timeline: Year 2 & Ongoing)

Initiative Procedures

Five colleges experienced in applying the EEO model and six colleges new to the strategy worked together to expand and strengthen the statewide network of postsecondary institutions systematically working toward institutionalization of equity.

To support local efforts at these colleges, a series of inservice workshops were held to facilitate application of the model, and development/implementation of local equity action plans. These sessions promoted shared experiences, provided a forum for mutual support, defined and developed peer relationships and support, provided information/training regarding selected equity issues, and reinforced the postsecondary network for institutionalizing equity.

A focus of equity in the classroom was addressed by the Mid-Hudson Consortium of SUNY colleges. Chief Academic Officers served as advisors, and faculty representatives from eight colleges functioned as a Steering Committee that identified and implemented activities to promote equity in regional classrooms. This effort served as the basis for continued regional networking, planning, development and implementation of a variety of inservice and cooperative activities.

SELECTED PRINT RESOURCES

Available for free loan from
New York State Occupational Education Equity Center
47 Cornell Road, Latham, New York 12110
(518)786-3230 or fax (518)786-3245
e-mail Ecmarni@aol.com
Marni Schlesinger, Resource Center Coordinator

1. **1993 Handbook on Women Workers: Trends and Issues.** US Department of Labor, Women's Bureau, Washington, DC. 1993.
2. COSTELLO, CYNTHIA; STONE, ANNE J., EDITORS. **The American Woman - 1994-1995 Where We Stand.** Women's Research and Education Institute, Washington, DC 20008. 1994.
3. SIDEL, RUTH. **Battling Bias: The Struggle for Identity and Community on College Campuses.** Penguin Books, 375 Hudson Street, New York, New York 10014. 1994.
4. READ, PHYLLIS, J.; WITLIEB, BERNARD L. **The Book of Women's Firsts: Breakthrough Achievements of Almost 1,000 American Women.** Random House, 201 East 50th Street, New York, New York 10022. 1992.
5. **Break the Lies That Bind: Sexism in the Media: A Media Literacy Workshop Kit.** Center for Media Literacy, 1962 S. Shenandoah Street, Los Angeles, California 90034, (800) 226-9494. 1994.
6. BOHNEN, ELIZABETH; BOOTH, SUSAN; KLIE, JUDY. **Bridges To Equity - Women into Trades, Technology and Operations Work - Program Manual and Trainer's Guide.** City of Toronto, BRIDGES to Equity Program, Training and Development Section, 2nd Floor West Tower, 100 Queen Street West, Toronto, Ontario M5H 2N2, (416) 392-7162. 1991.
7. BOOTH, SUSAN. **Bridges To Equity - Women into Trades, Technology and Operations Work - Participant's Workbook.** City of Toronto, BRIDGES to Equity Program, Training and Development Section, 2nd Floor West Tower, 100 Queen Street West, Toronto, Ontario M5H 2N2, (416) 392-7162. 1991.
8. HUGHES, JEAN O'GORMAN. **In Case of Sexual Harassment: A Guide for Women Students.** Center for Women Policy Studies, 2000 P Street, NW, Suite 508, Washington, DC 20036. 1986.
9. NASH, MARGARET A., EDT. **Changing Roles of Men and Women - Educating for Equity in the Workplace.** Vocational Studies Center, School of Education, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706, (608) 263-3152. 1991.
10. FELTES, LINDA, ET AL. **Creating Gender Equity: Moving from Awareness to Action.** The Upper Midwest Women's History Center, c/o Hamline University, 1536 Hewitt Avenue, St. Paul, Minnesota, 55104-1284, (612) 644-1727. 1994.
11. FYOCK, CATHERINE. **Cultural Diversity: Challenges and Opportunities - Leader's Guide.** Irwin Professional Publishing, 1333 Burr Ridge Parkway, Burr Ridge, Illinois 60521. 1994.

12. FYOCK, CATHERINE. **Cultural Diversity: Challenges and Opportunities - Participant's Workbook.** Irwin Professional Publishing, 1333 Burr Ridge Parkway, Burr Ridge, Illinois 60521, (800) 634-3966. 1994.

13. MANN, JUDY. **The Difference: Growing Up Female in America.** Warner Books, 1271 Avenue of Americas, New York, New York 10020. 1994.

14. TULLOCH, PAULETTE. **A Directory of National Women's Organizations.** National Council for Research on Women, 47-49 East 65th Street, New York, New York 10021. 1992.

15. SADKER, DAVID, SADKER, MYRA. **Failing At Fairness: How America's Schools Cheat Girls.** Macmillian Publishing Company, 866 Third Avenue, New York, New York 10022. 1994.

16. WOLF, NAOMI. **Fire With Fire: The New Female Power and How to Use It.** Random House Books, New York, New York. 1994.

17. TANNEN, DEBORAH. **Gender & Discourse.** Oxford University Press, 200 Madison Avenue, New York, New York 10016. 1994.

18. KARNES, FRANCES A.; BEAN, SUZANNE M. **Girls and Young Women Leading the Way: 20 True Stories About Leadership.** Free Spirit Publishing, 400 First Avenue North, Suite 616, Minneapolis, Minnesota 55401, (612) 338-2068. 1993.

19. MACKIEWICZ, ROSE. **Images for a New Tradition: Women and Men in Nontraditional Jobs in New York State.** SUNY Cobleskill, Cobleskill, New York. 1994.

20. HUGHES, JEAN O'GORMAN. **Peer Harassment: Hassles for Women on Campus.** Center for Women Policy Studies, 2000 P Street, NW, Suite 508, Washington, DC 20036. 1988.

21. **Rethinking Our Classrooms - Teaching for Equity and Justice.** Rethinking Schools, 1001 E. Keefe Avenue, Milwaukee, Wisconsin 53212. 1995.

22. TANNEN, DEBORAH. **Talking From 9 to 5: How Women's and Men's Conversational Styles Affect Who Gets Heard, Who Gets Credit, and What Gets Done At Work.** William Morrow and Company, New York, New York. 1994.

23. OMVIG, CLAYTON P. **Teacher/Student Classroom Interaction in Vocational Education - A Sex Bias/Sex Stereotyping Project.** CBIS Federal, Inc., 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852, (800) 443-ERIC [ERIC Document]. 1989.

24. SANDLER, BERNICE RESNICK; HOFFMAN, ELLEN. **Teaching Faculty Members To Be Better Teachers: A Guide to Equitable and Effective Classroom Techniques.** Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. 1992.

25. **Wisconsin Model for Sex Equity in Career and Vocational Education.** Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, Wisconsin 53293-0179. 1993.

26. SANDLER, BERNICE RESNICK. **Women Faculty at Work in the Classroom, or, Why It Still Hurts To Be A Woman in Labor.** Center for Women Policy Studies, 2000 P Street, NW, Suite 508, Washington, DC 20038. 1993.

27. FYOCK, CATHERINE. **Women in the Workplace: Eliminating Sexual Harassment and Improving Cross-Gender Communication - Leader's Guide.** Irwin Professional Publishing, 1333 Burr Ridge Parkway, Burr Ridge, Illinois 60521. 1994.

28. FYOCK, CATHERINE. **Women in the Workplace: Eliminating Sexual Harassment and Improving Cross-Gender Communication - Participant's Workbook.** Irwin Professional Publishing, 1333 Burr Ridge Parkway, Burr Ridge, Illinois 60521, (800) 634-3966. 1994.

29. LODEN, MARILYN; ROSENER, JUDY B. **Workforce America! Managing Employee Diversity as a Vital Resource.** Book House, Stuyvesant Plaza, Albany, New York 12203. 1991.

30. GIPSON, RILYN A., BOLYARD, KATHERINE L. **Working For Change: Planning A Gender Equity Workshop.** Vocational Education Section, Education Department, School of Humanities, Purdue University, West Lafayette, Indiana 47907. 1988.

31. HENES, ROBBY. **Creating Gender Equity in Your Teaching.** University of California, Davis, Davis, California, (916) 752-2071. 1994.

32. BRAGG, DEBRA D.; HAMM, RUSSELL E.; TRINKLE, KAY A. **Work-Based Learning in Two-Year Colleges in the United States.** NCRVE, University of California at Berkeley, 2150 Shattuck Avenue, Suite 1250, Berkeley, California 94704. 1995.

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SELECTED MEDIA RESOURCES

Available for free loan from
New York State Occupational Education Equity Center
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(518)786-3230 or fax (518)786-3245
e-mail Ecmarni@aol.com
Marni Schlesinger, Resource Center Coordinator

BREAKING THE SILENCE: EQUITY AND EFFECTIVENESS IN COLLEGE TEACHING

Color, 20 minutes, 1/2" video (VHS)
NAK Productions (1990)
Level: Senior high, postsecondary, teachers, administrators

With increasing numbers of women, people of color, people with disabilities, and other diverse populations entering higher education, professors must learn how to effectively teach all students. The Sadkers analyze how gender bias affects classroom dynamics and suggest ways to improve teaching methods.

DREAMWORLDS

Color, 55 minutes, 1/2"video (VHS)
Foundation for Media Education (1992)
Level: Women, postsecondary, senior high

There has been a great deal of concern in recent years about the negative and dangerous representations of women contained in music videos. This tape presents an accessible way to be able to talk about these representations and the role that they play in how young people, especially think about and behave in everyday life with regard to sexuality and gender. It uses images of music videos themselves, rearranged and recontextualized, to highlight the precise nature of this world.

FAILING AT FAIRNESS

Color, 1/2" video (VHS), 20 minutes
Dateline, CBS News, New York (1992)
Level: Teachers, educators, administrators, senior high

Following the research published in the AAUW's report "How Schools Shortchange Girls", Jane Pauley's cinema verity of gender-biased classroom interactions are analyzed by Myra and David Sadker. This team of researchers point out how girls are overlooked and become invisible in the classroom.

FAIRER SEX

Color, 16 minutes, 1/2" video (VHS)
Corvision (1993)
Level: Senior high students, post secondary, adults

ABC's "Prime Time Live" set out to discover whether there are daily differences in being a male versus a female in today's American society, particularly in the workplace. With the aid of hidden cameras and microphones, two professional tester in their late 20s, helped in the investigation. They posed as two people who had just moved to a major urban center, two people getting established, looking for jobs, shopping for cars, even asking about playing golf at a public golf course. The results of their report about our attitudes and their consequences may surprise you.

FAMINE WITHIN

Color, 90 minutes, 1/2" video(VHS)
Direct Cinema Ltd (1990)
Level: Senior high, adult, women

This powerful documentary reveals the North American phenomenon of body obsession. Every day, millions of women judge their self-worth by their body image, comparing themselves to the mass media-produced beauty ideal. Convinced they would be happier if they looked like the cover model on the favorite fashion magazine, women critically stare into a mirror and ask themselves: Why can't I be thinner? Combining the views of leading experts with the testimony of a broad cross section of women who have suffered from the body obsession. The Famine Within explores the kind of hunger that cannot be satisfied by food.

GENDER: THE ENDURING PARADOX

Color, 58 minutes, 1/2" video(VHS)
PBS (1991)
Level: Adults

Today, less than 13% of all American families fit the model of female homemaker and male breadwinner. Yet the wielding of male power in most institutions remains a formidable obstacle to the democratization of gender. Are men and women really different? This program explores the subject of gender in American society, from the formation of childhood gender roles to socially - constructed notions of masculinity and femininity, exploring the validity of popular ideas about men and women illustrating the paradox and contradictions of gender.

INEQUITY IN THE CLASSROOM

Color, 28 minutes, 1/2" video (VHS)
Concordia University (1992)
Level: Adult educators, professors, administrators

This video uses student testimonials dramatized learning situations, and comments by experts to provide answers to questions such as: What is inequity in the classroom and how does it manifest itself? What effect does it have on students? How can an inclusive learning environment be created in the classroom?

MEN AND MASCULINITY - CHANGING ROLES, CHANGING LIVES

Color, 30 minutes, 1/2" video (VHS)
OASIS (1990)
Level: Senior high, adults, postsecondary

Live interviews, workshop footage and concert performances recorded at the 13th National Conference on Men and Masculinity. Topics covered include male socialization, counseling batterers to stop domestic violence, campaign to end homophobia, men's studies, men's support groups and workshops, women's involvement in the men's movement, gay and straight men together, class issues and fathering. National Organization for Men Against Sexism, anti-pornography activism, and how men are responding to the challenges of the feminist and gay liberation movements.

MEN AND WOMEN WORKING TOGETHER

Color, 18 minutes, 1/2" video (VHS)
Films for the Humanities & Sciences (1990)
Level: Senior high, post secondary, adults

The number of working women, and especially the number of women with family obligations, is dramatically increasing, with no equivalent change in the workplace. This program is devoted to the issues raised by the changing roles of women in the workplace: discrimination based on sex and the legal issues involved, and the more common issues of confusion, resentment, and lack of cooperation and emotional support engendered by the change in the traditional roles of men and women.

A MODEL FOR GENDER-FAIR COUNSELING

Color, 45 minutes, 1/2" video (VHS)
Indiana Commission on Vocational and Technical Education (1988)
Level: Counselor - secondary and post-secondary

Designed to be used by counselor supervisors and counselors in a wide variety of settings. This videotape may serve as a component for preservice or inservice training programs at secondary, post-secondary or adult levels. Four major sections include an introduction, Explanation of Model for Gender-Fair Counseling, Vignettes and Outcomes. The viewer is encouraged to stop the tape at appropriate points to discuss the material presented or to engage other viewers in role playing or other learning activities. Has users guide.

MYTHS THAT MAIM

Color, 46 minutes, 1/2" video (VHS)
Encinitas Center for Family and Personal Development (1992)
Level: Teachers, administrators

This image-packed video explores the social construction of gender identities and gender violence, tracing the stories, myths and images of our culture and showing the millennia-old patterns of dominance and subordination that lead to violence and abuse.

PEER HARASSMENT: HASSLES FOR WOMEN ON CAMPUS

Color, 15 minutes, 1/2" video (VHS)
Center for Women Policy Studies, University of Maryland (1991)
Level: Senior high, college, teachers, administrators

This video shows typical campus incidents involving women students, followed by on-the-scene interviews with the students involved in the experiences.

SEXUAL HARASSMENT FROM 9 TO 5

Color, 26 minutes, 1/2 " video (VHS)
Films for the Humanities & Sciences (1990)
Level: Adults, employers

This film examines the legal as well as the human side of sexual harassment in the workplace. It states the rights of women, the responsibilities of male workers, and the company's role in a sexual harassment situation.

SEXUAL HARASSMENT ON THE JOB
Color, 28 minutes, 1/2" video (VHS)
Films for the Humanities & Sciences (1990)
Level: Senior high, adult re-entry, adults

This video adapted from a Phil Donahue program explains how to handle sexual harassment in the workplace.

SEXUAL HARASSMENT: WHAT IS IT AND WHY SHOULD I CARE?
Color, 30 minutes, 1/2" video (VHS)
Quality Work Environments (1992)
Level: Senior high, postsecondary, teachers, administrators

This video training program helps our schools take a giant step toward eradicating sexual harassment. The program addresses all manners of sexual harassment in our schools....student to student and teacher to student as well as staff and administration interactions. Has guide.

STILL KILLING US SOFTLY
Color, 30 minutes, 1/2" video (VHS) and 16mm
Cambridge Documentary Films, Inc. (1987)
Level: Senior high, college, adult

Utilizes ads from magazines, newspapers, album covers, etc. to demonstrate images of women. (Updated version of Killing Us Softly.)

SUBTLE SEXUAL HARASSMENT: THE ISSUE IS RESPECT
Color, 28 minutes each 1/2"video (VHS)
Quality Media Resources (1992)
Level: Adults, administrators

This video defines and explains sexual harassment as a power issue. Good vignettes with up-to-date and realistic examples of sexual harassment in the work place. Also explains the legal differences between quid pro quo harassment and hostile environment harassment.

SUBTLE SEXUAL HARASSMENT: MANAGEMENT'S NEW RESPONSIBILITY
Color, 29 minutes, 1/2"video (VHS)
Quality Media Resources (1992)
Level: Adults, school administrators

This video is about the operational inefficiency and liability to business when sexual harassment occurs. Discusses management's responsibility to recognize, deter, and to conduct a skilled investigation of all complaints regarding sexual harassment. Explains why the company is at risk anytime the employee sexualizes the workplace.

WARNING: THE MEDIA MAY BE HAZARDOUS TO YOUR HEALTH

Color, 36 minutes, 1/2" video (VHS)
Media Watch, California (1990)
Level: Senior high, postsecondary, adults

This video exposes the dangers of media models that glamorize violence, fear, and hatred between the sexes. It can be shown to everyone from high school students to business executives to help reduce the problems of racism and sexism in our society.

WHY VALUE DIVERSITY

Color, 26 minutes, 1/2" video (VHS)
Films for the Humanities & Sciences (1992)
Level: Adults, employers

This video deals with the realities of multi-racial, multi-lingual workforce which continues to practice racism and sexism. Examples are given on how to adapt and benefit from the new diversity.

WOMEN SEEN ON TELEVISION

Color, 10 minutes, 1/2" video (VHS)
Letting Go Foundation (1991)
Level: Junior high, senior high, adults

This video blends narration, clips of broadcast footage, and rock music into a fact paced, critical look at television's stereotypical view of women. Some segments include women as sex objects; the male voice of authority; women as victims of violence; and women being "fixed up."

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APPENDIX A

Recommendations: Sex Equity Awareness Training Session

Equity Awareness Training (2 hours)

Equity Awareness Training (3 hours)

Greeting Card Exercise

APPENDIX A

Recommendations: Sex Equity Awareness Training Session

It is suggested that Key Leaders secure the assistance of someone experienced in sex equity training to conduct this session at the Team Orientation/Planning Meeting. If the state Sex Equity Coordinator is not available, there may be a locally based sex equity specialist (at an area college or secondary school) who could be asked. Other possible trainers can include an experienced staff member from a community-based women's advocacy organization or other outside consultant. The selected person(s) may have his/her own ideas about training segments and that is fine.

If it is not possible to have an equity specialist or other outside trainer conduct this session, the Key Leaders will need to be responsible. All of the activities included in both the two- and three-hour sample agendas have been used often by sex equity facilitators with excellent results.

When Key Leaders will conduct this session, they should try out the activities with supportive colleagues before attempting to use them with the Team. The more experienced Key Leaders are with using the exercises, the more comfortable they will be with facilitating personal reactions, asking probing questions and summarizing the results for the Team.

The two-hour program will introduce the Team to some basic concepts surrounding sex equity:

1) The concepts of stereotyping, bias and discrimination and how they interrelate.

2) How sex stereotyping begins at birth and is perpetuated by our social structure.

3) How sex stereotyping affects our life choices and experiences.

The three-hour program introduces an inservice group to these same basic concepts but also presents them with facts that underscore sex-based inequities in our society. Each program asks participants to identify examples of sex-role stereotyping (or biased behavior) in their school (or other) setting.

The Sex Equity Awareness training modules were developed for this manual by the New York State Occupational Education Equity Center, 47 Cornell Road, Latham, NY 12110-1402.

Equity Awareness Training

(2 hours)

10 minutes	Introduction of Trainer
15 minutes	Greeting Card Exercise
20 minutes	Definitions: Stereotyping, Bias, Discrimination
30 minutes	How Would My Life Be Different Exercise
30 minutes	Sex Bias in Schools--A Guided Fantasy
15 minutes	Summary

Equity Awareness Training

(3 hours)

15 minutes	Introductions (Trainer and Group)
15 minutes	Greeting Card Exercise
20 minutes	Definitions: Stereotyping, Bias, Discrimination
30 minutes	How Would My Life Be Different Exercise
10 minutes	Break
50 minutes	Startling Statements Exercise
30 minutes	Sex Bias in Schools--A Guided Fantasy
10 minutes	Summary

On the next page, two sample exercises are included as representative of activities that can be incorporated toward addressing stereotyping, bias and discrimination.

Greeting Card Exercise

Purpose: To introduce the concept of sex-role stereotyping

Materials: An equal mix of "It's a Boy" and "It's a Girl" birth celebration cards (at least one card per every two participants)

Process:

o Place the cards randomly on tables or chairs for participants to look at before workshop begins.

o To begin the exercise, ask people (in pairs or in small groups) to describe to each other how the cards identify differences between infant boys and girls.

o After three minutes of small group or paired discussion, ask people to share their conclusions as a large group. Focus on the stereotypes presented by the cards (i.e., different colors for the sexes; boys more active, misbehaving; girls passive, controlled).

Important Points to Make:

o Sex-role stereotypes are assigned at birth, as the cards demonstrate; such stereotypes limit our perceptions of what boys and girls are, and can be as human beings.

o Ask the group how these stereotypes manifest themselves later in children's lives.

Stereotyping, Bias, Discrimination

Purpose: To define these concepts and show how they interrelate

Materials: Handout of circle chart

Process: Present the definitions of stereotyping, bias and discrimination as they appear on the chart. Ask the group for examples of each concept. Explain how these concepts are interrelated.

Important Points to Make:

o The belief in stereotypes leads to biased behavior which can can lead to discrimination, which is illegal.

o The key to achieving sex equity is recognizing and counteracting stereotyping and bias before laws are broken (discrimination).

APPENDIX B

Selected Institutional Barrier Assessment Items/Instruments

SUNY College of Agriculture and Technology, Cobleskill

SUNY College of Technology, Alfred

SUNY College of Technology, Delhi

Niagara County Community College

Orange County Community College

Schenectady County Community College

Ulster County Community College

SURVEY: IS THERE EQUITY ON CAMPUS

The Institutional Equity Team developed this survey to better understand equity needs of the campus community. **Indicate your responses to the following statements using the key of: A - Agree, D - Disagree, or NK - No Knowledge, where appropriate.**

All Students and Employees Answer These Questions:

______There should be more nontraditional male and female role models on campus.

______I have sometimes heard informal remarks that are biased against women. If agree, remarks were made by (circle all that apply): students, faculty, employees, supervisors and/or others.

______I have sometimes heard informal remarks that are biased against minorities (racial or ethnic groups). If agree, remarks were made by (circle all that apply): students, faculty, employees, supervisors, and/or others.

______There should be more minority role models on campus.

______Student/Civil Service/faculty grievance procedures with respect to gender and racial and ethnic groups are adequate.

______The campus administration assesses concerns regarding gender and any necessary changes are implemented in a timely fashion.

______The campus administration assesses concerns regarding racial or ethnic equity issues and any necessary changes are implemented in a timely fashion.

______The College has made me aware of sexual harassment procedures and policy.

______Procedures for sexual harassment are adequate.

______If I were a victim of sexual harassment, I would be willing to come forward without fear of retaliation.

______At this institution, I have been sexually harassed. If agree, by (circle all that apply): students, faculty, employees, supervisors and/or others.

______The College has informed me of affirmative action policy and procedures.

______Issues of concern to females are effectively addressed by campus administration.

______There is equal respect shown to all regardless of gender, sexual orientation, or racial/ethnic status on the campus.

______At this institution, I have been discriminated against because of my sex.

______At this institution, I have been discriminated against because of my sexual orientation.

______At this institution, I have been discriminated against because of my racial or ethnic background.

______The College is overly concerned with minority (racial or ethnic) group inequities.

______The College is overly concerned with gender inequities.

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(A - Agree, D - Disagree, or NK - No Knowledge, where appropriate.)

Students Only Answer These Questions:

______When careers are discussed or portrayed, my instructors make an effort to introduce nontraditional careers.
______My textbooks, tests, and other study materials are free of bias against women.
______The administration on this campus shows concern for equity for females.
______The administration on this campus shows concerns for equity for minority (racial or ethnic) groups.
______My textbooks, tests and other study materials are free of bias against minority (racial or ethnic) groups.
______Student-sponsored events/activities reflect the interests and concerns of female students on campus.
______Student-sponsored events/activities reflect the interests and concerns of minority students on campus.
______Student governance reflects the interests and concerns of minority (racial or ethnic) groups.
______Student governance reflects the interests and concerns of females.
______Residential life reflects the issues and concerns of females, minority groups or alternative lifestyles.
______Faculty and staff deal fairly with students regardless of racial or ethnic background.
______Faculty and staff deal fairly with students regardless of their sex.
______Faculty and staff deal fairly with students regardless of their sexual orientation.
______All college career programs are truly open to all students regardless of racial/ethnic group, gender or sexual orientation.
______In the residence halls, I have been discriminated against because of my racial or ethnic heritage.
______In the residence halls, I have been discriminated against because of my sexual orientation.
______In the residence halls, I have been discriminated against because of my gender.
______All students on this campus show concern for equity for all groups, regardless of gender, sexual orientation, or racial/ethnic background.

(A - Agree, D - Disagree, or NK - No Knowledge, where appropriate.)

Employees Only Answer These Questions:

______I supervise other employees.
______There is equal respect shown to all employees regardless of gender, sexual orientation or racial/ethnic background.
______Female employees are **asked** to perform tasks that are not part of this job description.
______Female employees are **expected** to perform tasks that are not part of their job description.
______I am aware of where I can go on this campus for help with any concern I might have regarding sexual or minority (racial or ethnic) harassment.
______Minority (racial or ethnic) candidates are given too much consideration for all open positions.
______It is important to increase the number of female candidates in traditionally male-dominated academic programs.
______It is important to increase the number of male candidates in traditionally female-dominated academic programs.

______Eligible minority (racial or ethnic) candidates are given equal consideration for open positions.

______All employees are encouraged by the institution to make supervisors aware of gender, minority (racial or ethnic) or sexual orientation issues.

______All employees on this campus show concern for equity for all groups, regardless of gender, sexual orientation, or racial/ethnic background.

All Students and Employees Answer These Questions:

Gender: ______F ______M

Ethnic Background: ***(Completion of this section is optional and the information will only be used to better understand the equity needs of the campus community.)***

______African-American
______Caucasian
______Native American/Alaskan Native
______Asian/Pacific Islanders
______Hispanic
______Foreign National

Comments:

Courtesy of the Institutional Equity Team, SUNY College of Agriculture and Technology, Cobleskill

SELECTED BARRIER ASSESSMENT ITEMS

Sample Items for Use with Students, Adults, Parents:

la) Would you consider one of the following careers? (adult)

	Yes	No	Undecided
Auto mechanics			
Cosmetology			
Heavy equipment			
Carpentry			
Nursing			
Drafting			
Electronics			
Engineering science			
Secretarial science			

b) Do you know what the above occupations do?

2) Number the following jobs in order of highest to lowest pay (1=highest; 9=lowest): (student)

_____ plumber

_____ nurse

_____ secretary

_____ engineer

_____ electrician

_____ architect

_____ chef

_____ carpenter

_____ teacher

3) Describe your idea of the following jobs; including the high school courses you think are needed: (student)

engineer
machinist
architect
drafter
electrician
surveyor

4) Who do you think performs these jobs? Use key of 1=male, 2=female, 3=both (student):

_____ secretary	_____ construction worker
_____ scientist	_____ teacher
_____ nurse	_____ mechanic
_____ chef	_____ police officer
_____ truck driver	_____ welder
_____ doctor	_____ engineer
_____ gas station attendant	_____ architect
_____ electrician	_____ plumber

5) Show with which statements you agree or disagree, using the key of 1=agree, 2=disagree, 3=no opinion. (student)

_______ Jobs held by men pay better than jobs held by women.

_______ Women are able to choose any career they want.

_______ There are as many female doctors and lawyers as there are male doctors and lawyers.

_______ Men and women in the same job earn the same pay.

_______ Women should not work on construction sites.

_______ Women should not work if they have small children.

_______ It is important to increase the number of women in jobs usually held by men.

_______ Women should earn as much as men.

_______ Men are better at math and science than women.

_______ Women should not get paid as much as men because they have to stay home a lot to take care of children.

_______ Certain jobs such as secretaries, nurses and child care workers are best done by women.

_______ There are some jobs only men should do.

_______ Jobs held by men do not seem interesting.

6) Circle the appropriate answers using the key of 1=yes, 2=no, 3=undecided (parents, students, adults):

Females do not go into careers held mainly by men because...

- They don't have enough information 1 2 3
- Teachers and counselors discourage them 1 2 3
- They have no female role models 1 2 3
- The training/educational programs have mostly males in them 1 2 3
- They are worried about sexual harassment/being teased 1 2 3
- There is a lack of child care services available 1 2 3
- There are no training programs open to them 1 2 3
- They feel employers will not hire them 1 2 3
- Women shouldn't really work in those kinds of jobs 1 2 3
- The working conditions are unpleasant 1 2 3
- Family and friends discourage them 1 2 3
- They feel they might be discriminated against/treated differently 1 2 3
- They fear the work will be too physically difficult 1 2 3
- They are afraid to compete with men in the work place 1 2 3
- They don't think they are capable of doing these kinds of jobs 1 2 3
- There is no extra help in math and science available to them 1 2 3
- They fear they'll not advance as quickly as men 1 2 3
- They will not make enough money 1 2 3

7) Would you approve, disapprove, be concerned or undecided if your daughter decided to pursue a career in: (parents)

______ auto mechanics

______ cosmetology

______ carpentry

______ nursing

______ heavy equipment
(operator/mechanic)

______ drafting

______ electronics

______ engineering

______ secretarial

8a) Do you help your daughter with her math/science homework? (parents)

______ yes ______ no ______ other:______________

b) Do you talk with your daughter about her future educational/career plans?

______ yes ______ no ______ other:______________

9) Circle the appropriate response using the key of 1=strongly agree, 2=agree 3=disagree, 4=strongly disagree. (parents)

It is important to increase the number of females in traditionally male fields because:

o Women will have more chance for advancement 1 2 3
o The schools will introduce new programs and enrich their curricula 1 2 3
o Women will increase their sense of self-worth 1 2 3
o The community will hire women in more visible roles 1 2 3

Courtesy of SUNY College of Technology, Alfred

STUDENT SURVEY: CAREER/WORK PERCEPTIONS

Check one: ______Male ______Female

Directions: We would like to know what you think about careers and work. Please react to the following statements by circling the number that best describes how you feel about each statement.

Definitions: **Nontraditional careers** are those that were not selected by one gender or the other in the past. For example, a nontraditional career for women would be an electrician or mechanic. A nontraditional career for a man would be a nurse or secretary.

		Agree	**Unsure**	**Disagree**
1.	Teachers actively encourage me to consider a wide range of career choices, including those that are nontraditional	3	2	1
2.	Teachers expect the same achievement from females and males	3	2	1
3.	Most women work because of economic need	3	2	1
4.	I think it is okay that both women and men are moving into jobs that may not be usual for their gender	3	2	1
5.	I expect to work at a paying job most of my life	3	2	1
6.	I would support a man's choice to be a nurse	3	2	1
7.	I would support a woman's choice to be a carpenter	3	2	1
8.	A person has a legal right to seek any job and may not be refused a job based on his or her gender	3	2	1
9.	My parents have helped me explore possible careers	3	2	1
10.	My parents would support me in whatever career I choose	3	2	1
11.	My male friends would support me in whatever career I choose	3	2	1
12.	My female friends would support me in whatever career I choose	3	2	1

13. I believe it is important to be independent and economically self-sufficient 3 2 1

14. The way I feel about my abilities affects my willingness to try new things 3 2 1

15. Are you interested in learning about nontraditional careers?

_____Yes _____No

If yes, circle the ones below that interest you from the **left column if you are female,** and from the **right column if you are male.**

FEMALE	MALE
Construction Laborer	Nursing (RN)
Mechanics & Repair	Certified Nurse Assistant
Electronics Technician	Travel Services Marketing
Computer Maintenance	Physical Therapy
Fire Fighter	Child Care
Waste & Water Technician	Legal Assistant
Robotics	Librarian
Carpentry	Cosmetology
Welding	Dental Assistant
Tool & Diemaking	Dental Hygienist
Machinist	Radiologic Technologist
Machine Tool Operation	Surgical Technician
Drafting/CAD	Medical Lab Technician
Small Engine Repair	Medical Records
Bricklayer	Bookkeeping
Auto Body Repair	Court Reporting
Aircraft Mechanics	Secretary
Heating & Cooling Systems	Elementary Teacher
Engineering	Flight Attendant

16. Who is someone that you look up to or admire? (It could be someone you know personally, a hero, or historical figure.)

Their name:___________________ Occupation:_____________

Why I admire them:___________________________________

____

____

____

Thank you for your time!

Courtesy of SUNY Delhi College

SAMPLE ITEMS FOR USE WITH ACTION COMMITTEES

Task: To determine extent to which equity and diversity are found on a local campus.

1. **Employees**

   a. To what extent are men and women represented in employee positions on campus?

   b. To what extent are minority groups represented on campus?

   c. Do men and women receive promotions in an equitable manner?

   d. Do employees receive "equal pay for equal worth"?

   e. How do college employees perceive equity and diversity in the work place? (Including part-time employees)

2. **Students**

   a. How are male and female students represented across curriculums?
      --document rends
      --document recruitment efforts

   b. How are minority students represented across curricula?
      --document trends
      --document recruitment efforts

   c. How well do male and female students fare in retention on campus?

   d. How well do minority students fare in retention on campus?

   e. What are the trends regarding job placement for male and female students following graduation?

   f. What are the trends regarding job placement for minority students following graduation?

   g. To what extent do students think issues regarding gender equity and cultural diversity are addressed on campus?
      --in curricula
      --in classrooms
      --on campus in other ways

   h. Do students feel that they are participants (either reipients or agitators) in "gender bias" jokes, comments, etc. in the classroom? or on campus?
      --with other students
      --with professors
      --with anyone else

i. Do students feel that they are participants (either recipients or agitators) in ethnic or other types of jokes, comments, etc. that relate to diversity issues in the classroom? or on campus?
    --with other students
    --with professors
    --with anyone else

j. To what extent do students think issues regarding gender equity and cultural diversity are addressed on campus?
    --in their curricula
    --in the classroom
    --on campus in other ways

k. What are perceptions regarding academic and work place abilities of men and women students?

l. What are perceptions regarding abilities of minority students academically and in the work place?

3. **Curricula**

a. In what ways do the curricula examine equity and diversity issues?

b. How comfortable are faculty in addressing equity and diversity issues and subjects with their students?
    --inside the classroom
    --outside the classroom

4. **Institution**

a. How does the institution approach equity and diversity on campus?
    --policies to address equity and diversity
    --affirmative action
    --faculty initiatives
    --multicultural and gender studies
    --institutionalization of initiatives
    --student activities

Courtesy of Niagara County Community College

Sample Items for Use with Faculty, Students and Staff (Civil Service):

Indicate to what extent you agree or disagree with the following statements using the key of **A-strongly agree, B-somewhat agree, C-somewhat disagree, D-strongly disagree, E-no knowledge/no opionion or yes/no**:

(Faculty, Students and Staff)

____ The college has made me aware of sexual harassment procedures and policy.

____ Procedures for sexual harassment are adequate.

____ The college has informed me of affirmative action policy and procedures.

____ Issues of concern to females are effectively addressed by campus administration.

____ Issues of concern to minorities (racial or ethnic groups) are effectively addressed by campus administration.

____ The campus administration assesses concerns regarding gender and racial equity issues and any necessary changes are implemented in a timely fashion on this campus.

____ Student/Civil Service/faculty grievance procedures with respect to gender and race are adequate.

____ There is equal respect shown to all regardless of gender or minority (race or ethnic) status.

____ If I were a victim of sexual harassment I would be unwilling to come forward in fear of retaliation.

____ At this institution I have been discriminated against because of my sex.
____Yes ____No

____ At this institution I have been sexually harassed.
____Yes ____No

____ The college is overly concerned with minority (racial or ethnic) group inequities.

(Students)

____ Affirmative action grievance procedures with respect to gender and race are adequate.

____ When careers are discussed or portrayed, my instructors make an effort to introduce nontraditional careers.

____ My textbooks, tests, and other study materials are free of bias against women.

____ The administration on this campus shows concern for equity for females.

____ The administration on this campus shows concerns for equity for minority (racial or ethnic) groups.

____ My textbooks, tests and other study materials are free of bias against minority (racial or ethnic) groups.

____ Student-sponsored events/activities reflect the interests and concerns of female students on campus.

____ Student governance reflects the interests and concerns of minority (racial or ethnic) groups.

____ Student governance reflects the interest and concerns of females.

____ Faculty and staff deal fairly with students regardless of racial or ethnic background.

____ Faculty and staff deal fairly with students regardless of their sex.

____ All college career programs are truly open to all students regardless of racial or ethnic background.

(Faculty and CSEA Staff)

____ There is equal respect shown to all faculty/staff regardless of gender/race.

____ At this institution I have been sexually harassed.
If yes, by: students, faculty, fellow employees, supervisors, others.

____ At this institution I have been discriminated against because of my race.
If yes, by: students, faculty, fellow employees, supervisors, others.

____ I am aware of where I can go on this campus for help with any concern I might have regarding sexual or minority (racial or ethnic) harassment.

____ I have sometimes heard informal remarks that are biased against women, made by: students, faculty, fellow employees, supervisors, others.

____ I have sometimes heard informal remarks that are biased against minorities (racial or ethnic groups), made by: students, faculty, fellow employees,supervisors, others.

____ I wish there were more female role models at this institution.

____ I wish there were more male role models at this institution.

____ I wish there were more minority role models at this institution.

____ Minority (racial or ethnic) candidates are given too much consideration for all open positions.

____ It is important to increase the number of female candidates in traditionally male-dominated programs.

____ It is important to increase the number of male candidates in traditionally female-dominated programs.

____ Eligible minority (racial or ethnic) candidates are given equal consideration for open positions.

____ Faculty and staff/Civil Service employees are not hesitant to bring issues of concern about equity to campus administration's attention.

____ Faculty and staff/Civil Service employees are encouraged by the institution to make supervisors aware of gender or minority (racial or ethnic) issues.

____ Faculty and staff on this campus show concern for equity for females/racial/ethnic groups.

(CSEA Staff)

____ Female employees are **asked** to perform tasks that are not part of their job description.

____ Female employees are **expected** to perform tasks that are not part of their job description.

____ The college should design a reward system for Civil Service employees to recognize self-improvement initiatives.

Courtesy of Orange County Community College

STUDENT SURVEY: CAMPUS CLIMATE

Completion of this survey will help the College assess the attitudes on campus among different cultural, ethnic, and social groupings. Your participation is voluntary and feel free not to answer any questions you choose not to.

The survey's use of the generic term of **"diverse groups"** is intended to be inclusive, not only in terms of traditionally defined racial and ethnic distinctions (African-American or Polish, for example), but also of differences based on gender, sexual preference, persons with disabilities, and so on.

Please provide the following information about yourself:

Ethnic Background:
_____African-American
_____Asian-American
_____Latin-American
_____Native American
_____European-American
_____Other, please specify: _______________

Religious Background:
_____Catholic
_____Protestant
_____Jewish
_____Islamic
_____None
_____Other, please specify: _______________

Gender:
_____Female _____Male

_____Age

_____Number of semesters at Schenectady County Community College

Please check the department of studies in which you are majoring:
_____Business/Law
_____Hotel Technology/Culinary Arts/Travel and Tourism
_____Humanities/Social Science
_____Math/Natural Science
_____Music
_____Physical Science/Technology

For the following questions, select the response category that most closely reflects your opinion about the statements made concerning the atmosphere on this campus:

1=Strongly Agree
2=Agree
3=Undecided
4=Disagree
5=Strongly Disagree

1 2 3 4 5 1. There is no tension among students of different backgrounds on this campus.

1 2 3 4 5 2. Diverse groups interact easily and comfortably on this campus.

1 2 3 4 5 3. Most of my friends on campus are culturally/racially/socially similar to myself.

1 2 3 4 5 4. The composition of the neighborhood in which I grew up was similar to this campus.

1 2 3 4 5 5. My views of people who are culturally or socially different from myself have changed and I think more positively about those groups.

1 2 3 4 5 6. I am more interested in people from diverse groups since attending SCCC.

1 2 3 4 5 7. I spend more time interacting with people from diverse backgrounds on campus than I did before I attended SCCC.

1 2 3 4 5 8. I spend more time interacting with people from diverse backgrounds off campus than I did before I attended SCCC.

1 2 3 4 5 9. I have attended activities on campus designed to promote diversity awareness.

1 2 3 4 5 10. My professors treat female and male students equally.

1 2 3 4 5 11. Male and female students are treated equally by the staff.

1 2 3 4 5 12. I spend more time interacting with people with disabilities than I did before attending SCCC.

1 2 3 4 5 13. Gay and straight people interact comfortably on this campus.

1 2 3 4 5 14. Since attending SCCC, I feel more comfortable spending time with people from diverse backgrounds.

1 2 3 4 5 15. For [illegible] most part, my professors show sensitivity to the diverse characteristics of their students.

1 2 3 4 5 16. For the most part, people on the staff treat students from diverse groups fairly and equally.

1 2 3 4 5 17. This campus provides ample opportunities to learn about diverse people and cultures.

1 2 3 4 5 18. I think that the administration's attitudes and policies regarding diverse groups is positive and effective.

1 2 3 4 5 19. Overall, I am satisfied with the cultural, racial, and social climate on campus.

Thank you for your assistance. Please use the space provided below for additional comments you wish to add regarding this topic.

Courtesy of Schenectady County Community College

PAGE 3 USE A SOFT LEAD PENCIL ONLY

SECTION IV—COLLEGE ENVIRONMENT/CLIMATE

A Indicate your level of satisfaction with each of the following aspects of this college's environment/climate. Respond to each item by choosing one of the six alternatives.

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Not Available or Have Not Used or Don't Know

○ ○ ○ ○ ○ ○ 1. Sufficient challenge offered by your program of study
○ ○ ○ ○ ○ ○ 2. Quality of instruction
○ ○ ○ ○ ○ ○ 3. Out-of-class availability of your instructors
○ ○ ○ ○ ○ ○ 4. Faculty respect for students
○ ○ ○ ○ ○ ○ 5. Faculty efforts to overcome students' language barriers

○ ○ ○ ○ ○ ○ 6. Class size relative to the type of course
○ ○ ○ ○ ○ ○ 7. Availability of your advisor
○ ○ ○ ○ ○ ○ 8. Value of the information provided by your advisor
○ ○ ○ ○ ○ ○ 9. Multicultural content of courses you have taken
○ ○ ○ ○ ○ ○ 10. Availability of internships

○ ○ ○ ○ ○ ○ 11. Availability of opportunities for study abroad
○ ○ ○ ○ ○ ○ 12. Quality of internships
○ ○ ○ ○ ○ ○ 13. College catalog/admissions publications
○ ○ ○ ○ ○ ○ 14. Accuracy of information you received before enrolling at this college
○ ○ ○ ○ ○ ○ 15. Quality of financial aid information

○ ○ ○ ○ ○ ○ 16. Assistance provided by the college staff when you entered this college
○ ○ ○ ○ ○ ○ 17. Transfer of course credits from other colleges to this college
○ ○ ○ ○ ○ ○ 18. Availability of the courses you want at times you can take them
○ ○ ○ ○ ○ ○ 19. Availability of courses you need to meet graduation requirements
○ ○ ○ ○ ○ ○ 20. Availability of courses in proper sequence

○ ○ ○ ○ ○ ○ 21. Registration procedures in general
○ ○ ○ ○ ○ ○ 22. Billing and payment procedures
○ ○ ○ ○ ○ ○ 23. Your sense of belonging on this campus
○ ○ ○ ○ ○ ○ 24. Campus atmosphere of ethnic, political, and religious understanding
○ ○ ○ ○ ○ ○ 25. Concern for you as an individual

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Not Available or Have Not Used or Don't Know

○ ○ ○ ○ ○ ○ 26. Freedom from harassment on campus
○ ○ ○ ○ ○ ○ 27. Attitude of the college staff (other than faculty) toward students
○ ○ ○ ○ ○ ○ 28. Extent to which this campus helped you appreciate ethnic/cultural diversity
○ ○ ○ ○ ○ ○ 29. Opportunities for personal involvement in campus activities
○ ○ ○ ○ ○ ○ 30. Opportunities for community service

○ ○ ○ ○ ○ ○ 31. Racial and ethnic diversity of the faculty and staff
○ ○ ○ ○ ○ ○ 32. Gender diversity of faculty and staff
○ ○ ○ ○ ○ ○ 33. Gender diversity of student body
○ ○ ○ ○ ○ ○ 34. Student government
○ ○ ○ ○ ○ ○ 35. Religious activities and programs

○ ○ ○ ○ ○ ○ 36. Campus media (student newspaper, campus radio)
○ ○ ○ ○ ○ ○ 37. Campus understanding of lesbian/gay/bisexual students
○ ○ ○ ○ ○ ○ 38. Student voice in college policies
○ ○ ○ ○ ○ ○ 39. Racial and ethnic diversity of the student body
○ ○ ○ ○ ○ ○ 40. Clarity of rules governing student conduct

○ ○ ○ ○ ○ ○ 41. Clarity of residence hall rules and policies
○ ○ ○ ○ ○ ○ 42. Racial harmony at this college
○ ○ ○ ○ ○ ○ 43. Purposes for which student activity fees are used
○ ○ ○ ○ ○ ○ 44. Personal security/safety on this campus
○ ○ ○ ○ ○ ○ 45. This college in general

B Respond to the following questions about your classroom experiences at this college.

Almost Always
More than Half the Time
About Half the Time
Less than Half the Time
Rarely

○ ○ ○ ○ ○ How frequently have you been intellectually stimulated by the material covered in class?
○ ○ ○ ○ ○ How frequently have you enjoyed your classes?
○ ○ ○ ○ ○ How frequently have you been satisfied with your academic experiences at this college?
○ ○ ○ ○ ○ How frequently have you been in classes where you learned something new?
○ ○ ○ ○ ○ How frequently have you had out of class assignments that were good learning experiences?
○ ○ ○ ○ ○ How frequently have you had faculty members who came to class well prepared?
○ ○ ○ ○ ○ How frequently have you had faculty members who communicated effectively?

C Indicate your level of agreement with each of the following statements.

Strongly Agree
Agree
Uncertain
Disagree
Strongly Disagree

○ ○ ○ ○ ○ It has been difficult to finance my college education.
○ ○ ○ ○ ○ My family has been a solid source of personal support for my academic efforts
○ ○ ○ ○ ○ My friends have been a solid source of personal support for my academic efforts
○ ○ ○ ○ ○ In my experience, incidents of racial prejudice by students on this campus seldom occur
○ ○ ○ ○ ○ In my experience, incidents of racial prejudice by faculty toward students seldom occur
○ ○ ○ ○ ○ In my experience, incidents of racial prejudice by administrative staff toward students seldom occur
○ ○ ○ ○ ○ I have developed strong friendships with other students
○ ○ ○ ○ ○ My relationships with other students have positively influenced my personal growth, values, and attitudes
○ ○ ○ ○ ○ In general, I exercise good study habits
○ ○ ○ ○ ○ At college, I give a higher priority to studying than to anything else

Courtesy of Schenectady County Community College

BEST COPY AVAILABLE

SEX EQUITY IN THE CLASSROOM SURVEY

The gender make-up of your class is extremely important to this survey. Please indicate the number of females __________ and males ___________ in your class.

For each of the items below, please check one:

*1. The subject matter of my class falls in the following category:
_____Humanities/Social Science
_____Mathematics/Science/CIS/Computer Science
_____Business Administration/Retail Business Mgmt./Accounting
_____Nursing
_____Criminal Justice
_____Human Services/Recreation Leadership
_____Individual Studies
_____Industrial Technology/Engineering Science
_____Environmental Control/Hazardous Waste
_____Other

2. I consider gender equity when choosing a textbook and class materials.
_____Yes _____No

3. _____More females ______More males _____Equal numbers of males and females sit in the front of this class.

4. _____More females ______More males _____Equal numbers of males and females voluntarily participate in all class activities.

5. I call on _____more females _____more males ______equal numbers of males and females in this class.

6. I expect _____more females _____more males _____equal numbers of males and females to master the content of this course (earn a grade of C or better).

7. Historically, _____more females _____more males _____equal numbers of males and females have mastered the content of this course (earned a grade of C or better).

8. My own gender is _____female _____male.

*Optional questions

* My textbooks, lectures, tests, and instructors' behavior are free of gender bias.

A. Almost Always
B. More than Half the Time
C. About Half the Time
D. Less than Half the Time
E. Rarely

* I have found sufficient role models, both female and male, at Ulster.

A. Almost Always
B. More than Half the Time
C. About Half the Time
D. Less than Half the Time
E. Rarely

Courtesy of Ulster County Community College

APPENDIX C

Local Equity Action Plans

SUNY College of Technology, Alfred

Columbia-Greene Community College

SUNY College of Technology, Delhi

Dutchess Community College

North Country Community College

Orange County Community College

Schenectady County Community College

Sullivan County Community College

Ulster County Community College

INSTITUTIONAL EQUITY PLAN

SUNY College of Technology, Alfred

GOAL: **To increase the number of female students in the vocational and engineering technology programs at Alfred State College.**

OBJECTIVES:

1. To educate potential female students and their parents about the nontraditional educational and career opportunities available at Alfred State College.
2. To increase potential female student awareness of nontraditional programs/careers and their advantages.
3. To improve awareness and relationships with school districts, human service providers, and industry on educational equity issues and nontraditional career options for women.

ACTION STEPS:

1. To develop career day(s) at schools and at Alfred State College that will emphasize nontraditional careers for both men and women. Role models will be present at the career day(s) to talk to students.
2. To develop a series of posters for guidance and employment offices depicting men and women in nontraditional careers.
3. To develop informational fact sheets on nontraditional educational programs for women at Alfred State College along with folders with related information on the inside pockets; to be distributed at career day(s), open houses, within the school districts, and during admissions recruitment activities.
4. To develop informational facts sheets on nontraditional educational programs for women at Alfred State College along with folders with related information on the inside pockets; to be distributed at career day(s), open houses, within the school districts, and during admissions recruitment activities.
5. School visitations by team members or their designees along with role models to discuss nontraditional careers.

RESOURCES NEEDED:

1. Commitment from the equity team to dedicate the time required to develop the action steps.
2. Financial resources to purchase materials and organize action step activities.

TIMELINE: Ongoing

EVALUATION:

1. Number of informational materials distributed to potential students at action step activities and inquiries resulting from these materials.
2. Number of female students applying for admission and accepted into vocational engineering technology programs at Alfred State College.
3. Number of outreach and recruitment activities conducted by equity team members and the College Admissions Department.
4. Increase in cooperative relationships with industry, schools, and human service agencies.

INSTITUTIONAL EQUITY PLAN

Columbia-Greene Community College

GOAL I: **To increase the awareness of nontraditional careers for women among teachers and counselors and the general community of parents, students and employers.**

OBJECTIVE 1 To develop the position of Coordinator in Technologies as a resource person to coordinate the goals beyond the life of the grant

ACTION STEPS **1-1** Develop and gain acceptance for a job description for Coordinator of Women in Technologies (WIT)

1-2 Use library personnel to help develop a selection of resource materials

1-3 Disseminate information to the community regarding the existence of Coordinator

OBJECTIVE 2 To plan a minimum of three presentations that can be made available to teachers and counselors

ACTION STEPS **2-1** Identify available resources for nontraditional careers and barriers to those careers, such as books, films, role models, guest speakers, etc

2-2 Interview selected teachers and counselors for awareness of nontraditional careers and their barriers; solicit their advice and input as to overcoming identified barriers

2-3 Try to identify students who have experienced barriers to nontraditional employment; use these students as guest speakers whenever possible

OBJECTIVE 3 Present models prepared by the Committee to teachers and counselors

ACTION STEPS **3-1** Use available forums to present model presentations to increase the awareness of WIT

3-2 Provide in-service training to area teachers and counselors

3-3 Use The Columbia County Resource Guide developed by the Chamber of Commerce Business/Educational Forum, and other available sources to identify area businesses willing to employ women in non-traditional positions

GOAL II: **To increase the information provided to students on non-traditional careers.**

OBJECTIVE 1: To further use the position of Coordinator to assess the current information available to counselors and students.

ACTION STEPS: **1-1** Research current information available on:

- **A.** Females employed in technical fields
- **B.** Salary information
- **C.** Educational training available

1-2 Research current literature on careers in the campus library and assess how they relate to non-traditional careers.

OBJECTIVE 2: To increase student awareness of non-traditional offerings.

ACTION STEPS: **2-1** Coordinate workshops in area schools (all levels) to raise awareness and encourage movement toward non-traditional career options.

2-2 Coordinate in the student activities office an "Equity Awareness" week with speakers who encourage non-traditional occupations.

2-3 Highlight females and employers in these fields.

2-4 Establish relationships/partnerships with existing groups that are currently working with gender equity issues.

2-5 Pilot an intensive orientation program to attract women to the technological area and after-school pilot programs and college campus class attendance.

2-6 Provide an intensive press release program, highlighting the advantages and successes of women in non-traditional positions.

2-7 Provide press releases on the committee, its goals and visions of the future.

INSTITUTIONAL EQUITY PLAN

Delhi College

Results of the Delhi College Institutional Equity Team's assessment of date, surveys, and interviews during the spring of 1994 indicate the following barriers to gender equity exist:

1. Lack of Role Models as a Barrier
2. Knowledge and Information Barrier
3. Insensitivity/Campus "Climate" Barrier
4. Social Influence as a Barrier

Strategies for addressing these barriers have been developed by the Institutional Equity Team and are included in the College's Equity Plan.

continued . . .

GOAL 1: **Increase the number of role models by gender among faculty, staff, administrators and advisory committees.**

A. Increase and utilize current role models by gender. For example, our president is a woman, we have a woman carpentry professor, and several female faculty and staff have participated in a national leadership conference.

B. Target open positions to improve the gender balance, i.e., current opening on admissions staff.

C. Develop a "mentoring" program for new faculty and staff.

D. Utilize current staff to address gender imbalances.

GOAL 2: **Improve the gender balance among students in "traditional" academic programs.**

A. Target several academic programs (i.e., carpentry, nursing, drafting, architectural technology) and develop a recruitment and retention program.

B. Utilize "nontraditional" graduates.

C. Continue to coordinate with "Tech Prep" activities.

D. Continue to develop and evaluate program and lab schedules that are accessible for all students.

GOAL 3: **Increase sensitivity and awareness of gender equity issues among faculty, staff, and students.**

A. Provide workshops and trainings for faculty, staff, and students on the impact of sex-role stereotyping.

B. Provide workshops to all campus constituencies on sexual harassment.

C. Utilize the "Open Forum" at the beginning of the semester to educate faculty/staff about gender equity issues.

D. Co-sponsor programs related to gender equity with the Multi-cultural Task Force, Student Programming Board, etc. (i.e., Women's History Month).

E. Provide opportunities for faculty and staff to attend conferences related to gender equity.

F. Recommend to Curriculum Committee that there be an equity component in course proposals.

G. Use popular culture and media to present alternative points of view and to address the issue of gender equity, i.e., campus newsletters, student newspaper, radio station, television station.

H. Develop a course on gender equity.

GOAL 4: **Increase the level of information provided about equity issues to campus constituencies and the community.**

A. Utilize space in the Library and around campus for displays and sharing of information on nontraditional careers and gender equity/issues.

B. Develop a brochure on nontraditional occupations/programs.

C. Update sexual harassment policy and procedures.

D. Utilize established Peer Education Program.

RESOURCES NEEDED: Team and coordinator commitment, materials and presenters for special activities, financial resources to develop recruitment materials, fund activities, speakers, conferences.

TIMELINE: Long-term project to begin in fall of 1994 with anticipated achievement of most goals by 1998. Institutionalizing of equity will be ongoing.

EVALUATION:

1. Increased number of role models by gender among faculty, staff, administration, and on Advisory Committees.
2. Improved gender balance in targeted "traditional" programs.
3. Development of print materials related to equity issues.
4. Equity Team continues to evolve.
5. Annual assessment of equity plan.
6. Institutionalization of equity-related activities.

INSTITUTIONAL EQUITY ACTION PLAN

Dutchess Community College

The Institutional Equity Team's assessment of the college community resulted in identification of three barriers to institutional equity:

1. Lack of awareness and information on nontraditional career options and poor development of career focus.
2. Lack of self-confidence, encouragement and role models.
3. Anxiety and/or lack of preparation in the areas of math and science.

Objectives and action steps in the Institutional Equity Action Plan were developed by the Equity Team in response to the barriers identified above.

GOAL 1: **To develop and implement activities that increase enrollment and retention of students in programs that are nontraditional to their gender, ethnicity or socio-economic status.**

OBJECTIVES:

A. To educate potential students about educational and career options within nontraditional fields by increasing their awareness of those options and providing access to information that would assist in the development of a career focus.

B. To increase student success by providing access to and encouragement from role models.

C. To improve support systems and services for nontraditional students which provide encouragement and increase of self-confidence of students within their fields.

D. To develop support activities and services that enhance student success in the math and science areas.

ACTION STEPS:

1. To promote the establishment of an equity committee of the Professional Staff Organization.

2. To hold inservice training sessions for faculty in how to identify students whose lack of success results from low self-esteem and what services are available for those students.

3. To develop and promote a Science Career Night for Women that would feature speakers that could serve as possible role models.

4. To hold a conference for staff from community agencies that refer students to Dutchess for the purpose of disseminating information on equity issues and careers available at DCC.

5. To support professional staff development activities that deal specifically with equity issues.

6. To work with teachers and students in local area sixth grades to promote interest in science and math.

7. To assess and possibly adjust the current advisement process to better serve part-time and nontraditional students including establishing a campus-wide Advisement Committee to review the advisement system.

8. To distribute information about nontraditional career options during the orientation process to students who are undecided about their major and those students in non-scientific curricula.

9. To use the freshman seminar to address the idea of math anxiety.

10. To support purchase of AV and library materials dealing with equity topics and develop a bibliography of same for distribution on campus.

11. To expand the equity team to include members of the community and representatives from student service areas such as the Admissions and Registrar's offices.

12. To increase awareness in the college community of equity issues, on a continuing and ongoing basis as well as through special activities, by providing information and materials such as an equity newsletter and a special section in the career library that deals with equity issues.

13. To work with the DCC Alumni Association to establish a network of alumni to serve as role models for potential and currently enrolled students.

RESOURCES NEEDED:

1. Time commitment from equity team members to develop and administer action step activities.

2. Financial resources to organize and conduct action step activities and purchase materials for same.

TIMELINE: Ongoing

EVALUATION:

1. Number of students supplies with informational materials through action step activities.

2. Number of outreach activities conducted by equity team.

3. Activity evaluations by participants.

4. Copies of equity newsletter and any publicity materials dealing with action step activities.

5. Minutes of meetings and work sessions of the equity team.

INSTITUTIONAL EQUITY ACTION PLAN

North Country Community College

PROJECT SITE: North Country Community College: Saranac Lake, Ticonderoga, and Malone campuses.

GOAL: **Use a seven-step approach to increase the recruitment and retention of under-represented students in non-traditional occupational education at North Country Community College. The College's EEO Project is a long-term strategy.**

OBJECTIVES:

1. Identify barriers to enrollment
2. Plan activities to address barriers
3. Build support within community consistent with College's efforts
4. Mainstream activities to provide for institutional equity as a function of college life.

METHODS: Methods to be used to accomplish above goals include team leadership, administrative support, in-service awareness training, small work group planning/implementation, and workshops and seminars with expert speakers.

ACTION STEPS:

1. Identify additional, appropriate college and community members of Equity Assessment Task Force (1991-1992)
2. Determine the nature and degree of under-representation in selected programs (1991-1993)
3. Assess institutional attitudes toward non-traditional student entry in selected programs (e.g., females in A.S. Math/Science, Facilities Management, Wilderness Recreation, Criminal Justice; Males in A.A.S. Office Technology, A.S. Nursing) (1992-1993)
4. Assess institutional attitudes toward underrepresented groups in selected programs (e.g., Native Americans, African-Americans, Asians) (1992-1993)
5. Identify and administer a commercially developed instrument or devise an appropriate attitudinal survey for use with faculty/students (1991-1993)
6. Compile (1991-1992) and update (1992-1993) enrollment data on current enrollment patterns in selected programs
7. Analyze information gathered in inventory and attitudinal survey instrument and develop institutional profiles (1991-1992); implement recommendations to increase enrollment in programs identified as disproportionate (1992-1993)
8. Implement plan for appropriate small group forums for dissemination and discussion of gathered data (1991-1993)

9. Examine selected program brochures for gender specific references, and revise (1991-1993)

10. Examine catalog and student handbook for gender specific references, and revise (1991-1993)

11. Record gender specific references in selected publications; solicit suggestions for developing new candidate pool, and implement recommendations (1991-1993)

12. Hold campus-wide gender equity workshops and facilitate problem-solving discussions (1992-1994)

13. Identify alumni in nontraditional positions and use this knowledge for recruitment and student advisement (1992-1993)

14. Identify community members and significant figures in nontraditional positions and use this knowledge for recruitment and student advisement (1992-1993)

15. Hold workshops using previously identified alumni and community as role models, speakers, and panel members (1992-1994)

16. Implement a mentor program using previously identified alumni and community role models/speakers/panel members/mentors (1992-1994)

17. Create an equity consortium, to deepen ongoing dialogue with local BOCES and secondary schools and to develop cooperative career equity programming (1992-1994)

18. Continue to develop contacts with tribal authorities and develop cooperative career equity programming with Native Americans in college service area (1992-1993)

19. Encourage nontraditional (under-represented groups) recruitment to selected programs (1992-1994)

20. Develop and implement strategies which assist nontraditional groups to persist and complete selected programs (1992-1994)

21. Develop and implement strategies which will assist nontraditional students in finding employment in nontraditional areas (1992-1995)

22. Develop and implement strategies to enhance awareness of wider career opportunities available to BOCES, secondary and college students, and community members seeking careers or career changes (1992-1994)

23. Develop strong communication lines with other educational agencies and agencies and community groups in order to expand discussion and knowledge sharing in expanded opportunities in selected programs for under-represented groups (ongoing)

24. Develop network for addressing equity concerns and devising and implementing strategies for improving equity climate campus-wide and community wide (ongoing)

25. Develop activity schedule for intergrating traditional and nontraditional students in selected programs with a better understanding of needs (1992-1993)

26. Enhance and keep current roster of community members and alumni to serve as role models, speakers, panel members, and mentors; devise appropriate activities for this group (ongoing)

27. Develop seminar series that examine the differences in cultural assumptions, power relationships and other elements of interpersonal and organizational conflict (1993-1994)

28. Revise and keep current college catalog, student handbook, and selected program brochures to insure enhancement of equal choice/equal opportunity for under-represented groups (ongoing)

29. Continuously update library and career lab holdings on all campuses to include materials which enhance career choice particularly as it pertains to equity in non-traditional career areas for under-represented populations (ongoing)

30. Implement cooperative career programs with local BOCES and secondary schools and with Native American population to enhance career opportunities in selected programs for traditionally under-represented groups (1993-1994)

31. Devise and continue to enhance cooperative strategies that will insure needed changes in promotion, preparation, and successful placement of students in non-traditional occupations (1993-1994).

RESOURCES NEEDED:

1. Team to focus on barriers and action steps

2. Clerical help to compile, file, and execute the sharing of information as developed by Action Team

3. Financial resources in order to organize the team, the plan, the programs, develop recruitment materials, and purchase materials.

TIME LINE:

Long Term project. Start in 1991, expected completion of goals: 1995. Ongoing as institutionalized dimensions of college.

EVALUATION:

1. Increased enrollment in under-represented programs.

2. Increased number of inquiries and admissions from under-represented population into targeted programs.

3. Increased and enhanced outreach and recruitment activities conducted by the Action Team.

4. Increased cooperative relationships with industry, schools, human resource agencies, and Native American representatives from region.

INSTITUTIONAL EQUITY PLAN

Orange County Community College

Results of the Institutional Equity Project Team's review of data collected by written surveys and interviews in Spring 1992 indicated six barriers to institutional equity:

1. Knowledge and Information Barrier
2. Insensitivity and Lack of a Receptive Climate Barrier
3. Scholarship and Curriculum Diversity Barrier
4. Lack of Role Models as a Barrier
5. Adequacy of Child Care as a Barrier
6. Gender Equity in Pay as a Barrier

Strategies for eliminating these barriers were developed by the Institutional Equity Project Team and form the College's Institutional Equity Plan.

GOAL I: **To increase knowledge and provide information to the college community about institutional Equity Issues, Affirmative Action and Sexual Harassment Policies and Procedures.**

A. In all orientation programs for students, civil service staff, faculty and administrative staff, provide information and review procedures about Affirmative Action and Sexual Harassment and the college's commitment to Institutional Equity. Conduct all orientations once a semester and provide training for all supervisors, faculty, and Personnel Office staff. Provide experienced staff as mentors to those new to the college community. (Repeat same)

B. Develop brochures and other print materials for distribution to all campus constituents regarding Affirmative Action, Sexual Harassment and Institutional Equity. (Completed - disseminate)

C. Increase awareness of college community by providing information and materials on a regular, ongoing basis, as well as through special workshops on topics of institutional equity. (Repeat same)

D. Provide for the Affirmative Action Officer to attend staff meetings across college units. (Institutionalized)

GOAL II: **To increase sensitivity to Institutional Equity issues and thereby increase the receptivity of the campus climate to gender and racial equity.**

A. Conduct awareness workshops for all campus constituents utilizing media produced by the Culinary Institute of America and the United States Military Academies, among others. Provide civil service and administrative staff time to attend. (Repeat same)

B. Include in Student Govenment Association's leadership retreat and in student orientation programs issues of Institutional Equity through role-playing and OCCC Theater Workshop productions. (Repeat same)

C. Conduct Academic Advising Training Workshops and include issues of Institutional Equity. (Repeat same)

D. Provide for the inclusion of Institutional Equity issues in the proposed Student Success course. (Discontinued)

E. Provide translators and translations for prospective students and community members with inquiries to college offices. (Discontinued)

GOAL III: **To increase the inclusion of scholarship on gender and race into courses and programs thereby expanding curriculum diversification.**

A. Provide mini-grants to faculty and staff interested in incorporating recent scholarship on gender and race into their courses, programs, services through the Faculty Staff Development Committee. (Discontinue)

B. Support the proposed "Teaching Across the Curriculum" as a means of increasing interdisciplinary discussion and exchange of ideas among faculty and staff. (Discontinue)

C. Support OCCC's membership in the Community College Exchange Program and investigate exchanges from predominantly Black, Hispanic and American Indian colleges. (Discontinue)

D. Develop a resource pamphlet for all faculty and staff emphasizing initiatives across campus involved with curriculum diversification. Provide opportunities for dissemination of these initiatives through in-house presentations and honoraria. (Repeat and complete)

E. Provide for visiting scholars and curriculum diversification consultants to assist faculty and staff in updating and developing new curricular initiatives. (Repeat)

F. Increase library holdings for curricular diversification initiatives and expand Smithsonian Institution exhibits. (Repeat)

GOAL IV **Increase the number of role models by gendera nd race for all college constituents. (Completed)**

A. Showcase faculty and staff who can serve as role models by gender and by race to all members of the college community and to the larger community outside the college. Provide opportunities such as College Forums, Workshops, Board of Trustees meetings, as well as regional, state and national professional meetings. Increase outreach to the community by producing display cases with special exhibit that would 'travel' to schools and malls along with the role models who had produced them.

B. Utilize role models in recruitment of new students and in brochures and public relations materials, as well as in orientation programs for new students, faculty and staff.

C. Establish a Mentoring Program in which women and minorities from college and community organizations would assist students, faculty and staff in dealing with equity issues.

GOAL V: **Review access to Child Care services and increase operations as needed to ensure availability to all students. (Completed)**

A. Review the need for extension of hours of operation of both Kindercollege facilities. (Assist with implementation of recommendations)

B. Provide for expanded services to include short-term hours, by fee. (Research funding sources to implement)

C. Provide for evening students through a schedule of services for child care from 4-7 p.m. (Research funding sources to implement)

GOAL VI: **Provide for Gender Equity in Pay (Repeat)**

A. Include gender equity in pay as part of the college's Strategic Long-Term Plans. (Repeat)

B. Conduct research to identify areas where inequities exist. (Completed)

C. Utilize a variety of avenues to produce an ongoing review and maintenance of gender equity. (Repeat)

INSTITUTIONAL EQUITY PLAN

Schenectady County Community College

GOAL I:

To increase the level of information provided to students regarding nontraditional career options.

OBJECTIVES:

To increase the available sources which provide information on nontraditional career opportunities.

ACTION STEPS:

I-A1. Provide copy to the college newsletter (Binnekill) to publicize gender-related issues and to include nontraditional career information for a minimum of eight 8) editions.

I-A2. Undertake a review based on identified gender barriers and recommend modifications as needed for a minimum of three (3) college brochures for career programs.

I-A3. Conduct a review and assessment of career information materials with personnel in the library to consider the extent to which they relate to nontraditional career themes. Recommendations will be made to library personnel for the appropriation of materials which encourage exploration of nontraditional careers by women.

I-A4. Provide a showcase display in the library of nontraditional career themes with related information materials.

I-A5. Re-establish the **Restart** student organization to provide an adult students support group which can offer guest speakers, career information workshops, fund raising, scholarship support for returning adult students, and social support.

I-A6. Provide a student activities sponsored Equity Awareness Week, with speakers and programming tied to the theme of nontraditional career options.

RESOURCES:

Committee, student activities and library staff time
Supplies, personnel, speaker

EVALUATION:

Copies of college newsletter
Minutes of meetings and work sessions
Student responses to **Restart**, and feedback to equity awareness activities.

GOAL II: **To increase the range of support systems and services for nontraditional student.**

OBJECTIVE:

o To provide a component in the newly structured advisement center, specifically designed for part-time, nontraditional, adult female students.
o To provide increased academic and counseling support services for nontraditional students.
o To review current services and support provided to nontraditional students.
o To provide increased awareness to college staff of the complex issues involved in college-level study by nontraditional students.

ACTION STEPS:

II-A1. Establish a position and service within the Advisement Center focused on nontraditional part-time student advisement services.

II-B1a. The Counseling Office will conduct a six-week task-oriented, empirically based, problem-solving counseling group for single mother students, focusing on life problems which impact on achieving success in college.

II-B1b. The Advisement Center will conduct single-session college survival seminars for adult students during new student orientations and during the first five weeks of each semester.

II-B2. Develop a three-year array program guidebook for students who need to integrate remedial instruction with regular coursework.

II-B3. Publish an Adult Part-Time Student Guide to Survival focusing on access to services, integration of summer with fall plans, information on degree completion and transfer, etc.

II-C1. Provide articulation support with four-year institutions specifically designed to respond to the needs of adult transfer students.

II-C2. Review start-time for science and technology labs to determine whether they can be made more consistent with adult student and single parent requirements.

II-D1. Provide equity training workshop for advisement center personnel.

II-D2. Provide college-wide equity training workshop during professional/faculty institute week.

RESOURCES:

Space, facilities, staff
Coordination, advisement and other staff time
Committee and coordinator time commitment

EVALUATION:

Copies of PR and documentation of completion of tasks
Pre- Post-assessment by advisees and workshop participants
Scheduling changes for science and technology labs

GOAL III: **To increase the number and extent of preparatory level courses in non-traditional academic areas.**

OBJECTIVES:
- To provide lower-level tutoring for nontraditional students with limited skills in mathematics, science, and technological areas.
- To provide remedial coursework for students interested in a field of study requiring science proficiency.

ACTION STEPS:
Funding for tutoring
Supplies and instructional costs

EVALUATION:
Course and user evaluations
Pre-post measures

TIMELINE: Ongoing from present.

INSTITUTIONAL EQUITY PLAN

Sullivan County Community College

Results fo the Institutional Equity Project Team's review of data collected by examination of surveys, review of data and interviews in spring 1994, indicated the following barriers to institutional equity:

1. Knowledge and information barrier
2. Insensitivity -- campus climate barrier
3. Lack of role models as a barrier
4. Curriculum diversity as a barrier
5. Lack of knowledge about gender issues in transition from high school to college as a barrier

Strategies for eliminating these barriers were developed by the Institutional Equity Project Team and from the College's Institutional Equity Plan.

GOAL I: **To increase awareness of gender/race/class issues in the advisement process**

- The Director of Advisement will conduct meetings about gender issues in advisement for advisors which include information and Equity Subcommittee findings and recommendations.

GOAL II: **Increase enrollment in nontraditional programs**

- Orientation for admissions staff to share findings of Equity Committee: admission counselors are often the first people on campus who discuss potential career options with students. They need to be included in the information shared by the Equity Committee.
- Plan workshops/panels composed of students enrolled in nontraditional programs to present at recruitment sites with the admissions office staff: students sharing nontraditional educational choices with potential students present is an effective model.
- College-wide staff development training: to increase awareness of gender bias in program choices.
- Development of the Pioneer Program to encourage high school girls to explore nontraditional careers.
- Purchase of materials to reflect diversity in programs in order to support faculty in their efforts to eliminate gender, race, and age from the classroom.

GOAL III: **Increase awareness of race/gender/class/age/handicap issues in and outside the classroom.**

- Purchase poster materials, films, journals, subscription, etc., that foster multicultural perspectives: these materials will be catalogued and shared with all faculty.
- Incorporation of equity staff development at monthly faculty meetings to prepare for a faculty workshop: the results and findings of the committee will be shared with all faculty in order to heighten awareness and share findings.
- Faculty/staff development at the January workshop: a speaker will be found to develop faculty awareness as a part of the ongoing efforts of this campus-wide project.
- Scholarship mini-grants for individual faculty development: faculty from a variety of divisions would find opportunities to bring bias awareness issues to specific disciplines.
- Purchase camera and film to document issues and multi-cultural activities on campus: slide presentations from this campus will help focus and document successful efforts to provide bias-free activities. This can also be used as a technique to demonstrate room for improvement.

GOAL IV: **Provide activities to bridge gaps between populations.**

- Incorporate gender, sexual harassment, racial and ethnic issues, adult learner issues in Student Orientation using appropriate role models to reflect the student population.
- Expand the monthly Adult Learner Coffee Hours to focus on equity and diversity: these activities will be held in the Student Union in an effort to eliminate some measure of age discrimination.
- Develop a series of monthly student workshops with a focus on equity/diversity in order to include students as active partners in campus efforts.

GOAL V: **Increase faculty/staff employment to reflect student body.**

The Director of Personnel will attend a "job fair" to actively recruit female/minority/handicapped faculty/administrators/staff.

GOAL VI: **Increase the level of information provided to students regarding nontraditional career options**

- Assist in the planning and implementing of Women's History Month activities. Purchase materials to reflect student/county population.
- Provide assistance in Black History Month activities.

- Provide campus Career Fair for Undeclared Majors to explore nontraditional curricula. These students are unclear about career choices and in need of an opportunity to investigate options not previously considered.

- Mini-grants to "Pioneer" program which will use campus facilities for monthly small group career exploration/empowerment workshops for seventh-eleventh grade young women from the local school districts.

- Yearly campus-wide Pioneer Day utilizing campus, staff, faculty, BOCES and community members to provide a one-day career awareness conferences for young women.

GOAL VII: **Strengthen relationships with schools**

- Support Pioneers as an opportunity to provide young women with choices and encourage their development through higher education.

- Support recruitment panels as a way for young women and young men to demonstrate their successes in nontraditional fields.

- Publicize events so that county residents can explore opportunities to grow in awareness about others and themselves.

- Offer workshops/panels in schools to encourage young people to make critical decisions about their own opportunities.

GOAL VIII: **Assist with the development of a Teaching and Learning Resource Center**

- Develop a forum whereby faculty will be able to share recent materials supplied by grant, conference reports, staff development. This will give individual faculty an opportunity to express recent work accomplished. In an open forum, an atmosphere of collaboration can improve the ability to share ideas across campus.

EVALUATION PROCESS:

- Evaluations of each specific activity

- Anecdotal reports of specific activities and of observable changes including pictures/slides

- Frequency of use of materials

- Increased enrollment in nontraditional programs, number of participants

RESOURCES NEEDED:

1. Commitment from the equity team to dedicate the time required to develop the action plan

2. Financial resources to purchase materials and organize action step activities

3. Publicity

INSTITUTIONAL EQUITY PLAN

Ulster County Community College

GOAL: **Provide gender equity awareness and multicultural awareness activities and training for student, faculty, and staff. Use some of these programs to supplement community outreach activities.**

ACTION STEPS:

1. Make use of an outside consultant to meet with focus groups of the College's students, faculty, and staff to discuss issues of multicultural diversity and gender equity during the fall 1994 semester.

2. Make use of an outside consultant to meet with representatives of community organizations to discuss issues of multicultural diversity and gender equity during the spring 1995 semester.

3. Make use of an outside consultant to conduct a special workshop for teaching faculty who serve as student advisers to ensure that those who have first contact with Ulster's students do not put up barriers to program or career choices.

4. Present a "college campus day" in October 1994 for a class of 40 Kingston High School students currently enrolled in an interdisciplinary, multicultural literature and social studies course which also stresses gender equity. Campus activities will supplement the students' studies and will be presented by Ulster's students, alumni, faculty, and staff, in cooperation with representatives from AAUW, Boy Scouts of America, Girl Scouts of America, and Ulster BOCES. Prior to this event, the College will present a poetry writing workshop under the direction of a respected, contemporary female poet, for the same students at the high school. Resulting student poetry will be showcased during the "college campus day." If evaluated as successful, this will become an annual event.

5. Institute an observance of Black History Month which will initially reach beyond the customary exhibits in the College's library, and will expand in subsequent years.

6. Institute an observance of Women's History Month which will initially reach beyond the customary exhibits in the College's library and will expand in subsequent years.

7. Begin to make regular use of alumni in nontraditional careers as role models for students.

8. Provide brochures and other print materials regarding Affirmative Action, sexual harassment, and equity issues.

GOAL: **Obtain accurate data concerning female and underrepresented minority enrollment and retention in nontraditional classes, and make use of this data in planning future enrollment and retention strategies.**

ACTION PLANS:

1. Publicize data concerning female and underrepresented minority enrollment in nontraditional classes.

2. Form a planning group to study data and devise means of increasing and retaining the number of females and underrepresented minorities in nontraditional classes. In some cases, such as the College's Nursing Department, this will mean increasing and retaining the number of males enrolled.

3. Try to engage community representatives in the planning group's efforts.

4. Begin to provide specific internships for females and underrepresented minority students in nontraditional career fields.

GOAL: **Expand and publicize the College's multicultural and women's studies course offerings and course components.**

ACTION PLANS:

1. Work with the various academic departments, with Continuing Education, and with the Community Relations Department to publicize the College's current offerings in multicultural and women's studies.

2. In a workshop for faculty advisers, encourage the promotion of multicultural and women's studies courses as electives.

3. Introduce ethnicity and gender components into some College Skills courses.

4. Work with the various academic departments, with the College's Curriculum Committee, and with Continuing Education to encourage the development of new multicultural and women's studies course offerings and course components.

GOAL: **Continue the institutionalization of equity activities.**

ACTION PLANS:

1. Provide ongoing sexual harassment training for students, faculty, and staff.

2. Continue enabling services for students, such as developmental courses, counseling, child care, and transportation.

3. Develop special student services, e.g., transfer workshops for minority students, which serve females and ethnic minorities.

4. Make equity issues an integral part of the offerings and resources of the Teaching/Learning Center.

5. Begin to address the issue of underrepresentation of females and ethnic minorities on the College's Advisory Councils when recruiting new members.

6. Monitor all college publications to ensure multicultural diversity and gender equity.

7. Continue to analyze issues of multicultural diversity and gender equity in any studies or surveys of the College's academic programs, administration, and general operations.

8. Ensure that all new Board policies are bias-free and contain no gender-specific language. As existing policies are revised, apply these same standards.

9. Compile a bibliography and media resource guide to indicate holdings of the Learning Resources Center in the areas of multicultural diversity and gender equity. Indicate new acquisitions made possible through the Institutional Equity grant. Circulate this list to all campus populations and to representative community organizations

10. Review the College's recruiting and hiring procedures to ensure that every effort is being made to increase the representation of females and minorities among faculty and staff.

11. Ensure ongoing support of top level college administrators for institutional equity by keeping them informed and involved.

RESOURCES NEEDED:

Team and coordinator time commitment, outside consultant services, materials and presenters for special activities, time commitment for other faculty and staff involved in special activities or in the institutionalization of equity activities, and clerical help to compile, disseminate, and file equity materials.

EVALUATION:

1. Ongoing relationship in this initiative with Kingston High School students through an annual "college campus day," with possible expansion to other area schools. (No other county high schools have multicultural course offerings.)

2. Continuing involvement of community organizations in at least one equity event each year.

3. Annual observance of Black History Month.

4. Annual observance of Women's History Month.

5. Regular use of alumni as role models for students, not only those in nontraditional careers, but also women and minority graduates who have achieved their educational and/or career goals.

6. Brochures and other print materials regarding Affirmative Action, sexual harassment, and equity issues.

7. Overall increased enrollment of ethnic minorities, and increased enrollment and retention of underrepresented student populations in nontraditional courses and programs.

8. Increased internship opportunities for females and underrepresented minority students in nontraditional career fields.

9. Development of at least one new multicultural course and introduction of multicultural components into other courses.

10. Development of at least one new women's studies course and introduction of women's issues into other courses.

11. Continuation of all action plans listed under the goal associated with the institutionalization of equity activities at Ulster.

APPENDIX D

SELECTED RESOURCES

- **A.** **Criteria of Gender Institutionalization**
- **B.** **Rating Scale to Assess Extent of Institutionalization on Campus**
- **C.** **Sample: Institutionalization Assessment Outcomes**
- **D.** **Steps to Achieve an Improved Campus Climate**
- **E.** **An Anecdotal Summary of Observations by an Equity Team during Initial Two Years**
- **F.** **Selected Facts about Gender Pay Equity**
- **G.** **A Definition of Harassment**
- **H.** **Sample Strategy: Teaching Equity in Content Areas**
- **I.** **Role Expectations, Job Networking and Security**
- **J.** **Equity Initiative Status Profile**
- **K.** **Sample Classroom Strategies: Gender-Neutral Instructional Materials**

A. EQUITY ACCOUNTABILITY OUTCOMES AND INDICATORS OF INSTITUTIONALIZED GENDER EQUITY

I. Equity Accountability Outcomes

A. Institutional Related Outcomes

1. All students. Including special needs populations, have equal access and equitable education in vocational programs of their choice.
2. Ongoing collaborative efforts exist among educational institutions, business, industry, community and community-based agencies.
3. Administrators, faculty, staff are aware/knowledgeable of equity issues.
4. Reduction of disproportionate enrollment in secondary/adult postsecondary career programs.
5. Increased persistence and completion by men/women in nontraditional career programs.
6. Increased placement of men/women successfully completing nontraditional employment situations, apprenticeships or further education.

B. Program (Core/Client Centered) Related Outcomes

9. Students/clients not impeded by lack of child care, transportation or related enabling service.

II. Indicators of Gender Institutionalization

1. Equity initiative is part of college budget and does not rely on outside funding (example: faculty mini-grants to revise course outlines/curriculum); not reduced in fiscal crises.
2. Equity and diversity are incorporated into college mission statements.
3. Equity dimensions are included in Middle States and other appropriate accreditation reports; not simply for show but inherent in campus climate/long-range plans, priorities, goals.
4. Equity topics are included in courses, curricula and planning; equity issues addressed across curriculum.
5. Working toward generally gender-balanced enrollments/programs.
6. Board of Trustees support equity issue.
7. Equity team is a college standing committee and an ongoing resource.
8. Equity/diversity is codified in permanent policies such as student conduct, hiring procedures, coalition brochures, sexual harassment, and others as appropriate.

9. Equity issues are infused/built into student and orientation, inservice training, professional development including workshops on targeted aspects such as sexual harassment, and training in cultural diversity.

10. Training is provided/offered for search committees.

11. Involvement by faculty without inducements such as food.

12. Equity in pay, positions and tenure.

13. Communication of initiative to campus community.

14. Ongoing follow-up, control and re-evaluation of initiatives, gender incorporated in all analyses.

15. All publications are bias-free.

16. Cooperative projects with other initiatives, such as Teaching Learning Center, library, etc.

17. Awareness and appropriate actions taken regarding areas of inequity such as payroll, etc.

18. Improved campus climate--less "chilling."

19. Public presidential endorsement and senior administrative (e.g., deans, vice presidents, provost) support for equity (goals, initiative, etc.).

20. Input provided by non-team members; activities generated by faculty and students.

21. Changes undertaken for representative gender/diversity--faculty/staff/students; and/or institutional staffing is balanced.

22. Community is aware of college position, looks to it as a model, and has ongoing involvement/linkages.

23. Workshops and special efforts are no longer needed but sensitivity efforts ongoing at all levels.

24. The uncommitted have been converted.

25. Locations, schedules, etc. have been changed to meet needs of nontraditional students (such as college hour, labs, etc.); flexibility in scheduling, work schedules.

26. Availability of equity resources and materials in library, audio-visual, etc. for instructional, student and personal needs.

27. Faculty/staff are supported for participation and attendance at equity conferences, etc.; more consensual management.

28. Existence of multi-culturalism and gender/equity office/support services/ clearinghouse, etc.

29. Environmental scan of outside community to determine needs.
30. Follow-up indicate successful employment including high potential, nontraditional careers.

B. ASSESSMENT: INSTITUTIONALIZED GENDER EQUITY

College:____

Name:______________________________**(optional)** **Date:**______________

Based on your perception/knowledge, awareness, to what extent has your college achieved the following indicators of gender institutionalization? Circle appropriate rating.

		To a Great Extent				To Little or No Extent
		5	4	3	2	1
1.	Equity initiative is part of college budget and does not rely on outside funding (example: faculty mini-grants to revise course outlines/curriculum); not reduced in fiscal crises.	5	4	3	2	1
2.	Equity and diversity are incorporated into college mission statements.	5	4	3	2	1
3.	Equity dimensions are included in Middle States and other appropriate accreditation reports; not simply for show but inherent in campus climate/long-range plans, priorities, goals.	5	4	3	2	1
4.	Equity topics are included in courses, curricula and planning; equity issues addressed across curriculum.	5	4	3	2	1
5.	Working toward generally gender-balanced enrollments/programs.	5	4	3	2	1
6.	Board of Trustees support equity issue.	5	4	3	2	1
7.	Equity team is a college standing committee and an ongoing resource.	5	4	3	2	1
8.	Equity/diversity is codified in permanent policies such as student conduct, hiring procedures, coalition brochures, sexual harassment, and others as appropriate.	5	4	3	2	1

9.	Equity issues are infused/built into student and orientation, inservice training, professional development including workshops on targeted aspects such as sexual harassment, and training in cultural diversity.	5	4	3	2	1
10.	Training is provided/offered for search committees.	5	4	3	2	1
11.	Involvement by faculty without inducements such as food.	5	4	3	2	1
12.	Equity in pay, positions and tenure.	5	4	3	2	1
13.	Communication of initiative to campus community.	5	4	3	2	1
14.	Ongoing follow-up, control and re-evaluation of initiatives, gender incorporated in all analyses.	5	4	3	2	1
15.	All publication are bias-free.	5	4	3	2	1
16.	Cooperative projects with other initiatives, such as Teaching Learning Center, library, etc.	5	4	3	2	1
17.	Awareness and appropriate actions taken regarding areas of inequity such as payroll, etc.	5	4	3	2	1
18.	Improved campus climate--less "chilling."	5	4	3	2	1
19.	Public presidential endorsement and senior administrative (e.g., deans, vice presidents, provost) support for equity (goals, initiative, etc.).	5	4	3	2	1
20.	Input provided by non-team members; activities generated by faculty and students.	5	4	3	2	1
21.	Changes undertaken for representative gender/diversity --faculty/staff/students; and/or institutional staffing is balanced.	5	4	3	2	1

22.	Community is aware of college position, looks to it as a model, and had ongoing involvement/ linkages.	5	4	3	2	1
23.	Workshops and special efforts are no longer needed but sensitivity efforts ongoing at all levels.	5	4	3	2	1
24.	The uncommitted have been converted.	5	4	3	2	1
25.	Locations, schedules, etc. have been changed to meet needs of non-traditional students (such as college hour, labs, etc.); flexibility in scheduling, work schedules.	5	4	3	2	1
26.	Availability of equity resources and materials in library, audio-visual, etc. for instructional, student and personal needs.	5	4	3	2	1
27.	Faculty/staff are supported for participation and attendance at equity conferences, etc.; more consensual management.	5	4	3	2	1
28.	Existence of multi-culturalism and gender/equity office/support services/clearinghouse, etc.	5	4	3	2	1
29.	Environmental scan of outside community to determine needs.	5	4	3	2	1
30.	Follow-up indicate successful employment including high potential, nontraditional careers.	5	4	3	2	1

NOTE: This instrument is designed for use with individuals who have been actively associated with equity initiative.

C. SAMPLE: INSTITUTIONALIZATION ASSESSMENT OUTCOMES

INDICATORS THAT GENDER EQUITY IS INSTITUTIONALIZED

Factors Receiving Unanimous Confirmation:

Established:
- o Equity and diversity are incorporated into College mission statement.
- o Equity topics are included in courses, curricula and planning; perhaps an equity/diversity course as graduation requirement.
- o Equity team is a college standing committee and an ongoing resource.
- o Training is provided/offered for search committees.

In Progress:
- o Enrollments are gender-balanced.
- o Equity/diversity is codified in permanent policies such as student conduct, hiring procedures, coalition brochures, sexual harassment, and others as appropriate.
- o Equity issues are infused/built into student and faculty orientation, inservice training, professional development including workshops on targeted aspects such as sexual harassment.

Factors Receiving Majority Confirmation:

Established:
- o Presidential endorsement and support - a senior level seal of approval.
- o Changes in faculty/staff/students to represent gender/diversity; hiring diverse staff.

In Progress:
- o Input provided by non-team members; activities generated by faculty and students.

Other Identified Factors to be Noted:

Established:
- o Locations, schedules, etc. have been changed to meet needs of nontraditional students such as college hour, labs, etc.
- o Availability of equity resources and materials in library, audio visual, etc. for instructional, study and personal needs.
- o Faculty/staff are supported for participation and attendance at equity conferences, etc.
- o Existence of multi-culturalism and gender/equity office/support service/ clearinghouse, etc.

Issues to be Addressed:
- o Problem getting faculty
- o Are we ready to do community efforts before we have institutionalized our campus?
- o Which are the best ways to involve the community?

Courtesy of SUNY College of Agriculture and Technology, Cobleskill

D. STEPS TO ACHIEVE AN IMPROVED CAMPUS CLIMATE

Areas

- Professional Development
- Student Awareness
- Policy and Procedures
- Faculty and Student Orientation and Training
- Increased Retention and Recruitment Emphasis

Action

- Establish linkages with Cultural Diversity and Affirmative Action Committees
- Expand nontraditional role models
- Give increased presentations and follow-up workshops
- Include role-playing opportunities and integrate philosophies and materials into curricula
- Expand interaction in the residence halls and in athletics
- Increased assessment measuring current climate
- Establish linkages and utilize institutions
- Increase membership on Equity Team through increased awareness
- Ensure college projects an equitable image

Results

- Better trained campus community
- Improved campus climate and morale
- Enhanced retention and recruitment of students
- Improved communication among campus community
- Developed a procedural model for future training

Courtesy of SUNY College of Agriculture and Technology, Cobleskill

E. AN ANECDOTAL SUMMARY OF OBSERVATIONS BY AN EQUITY TEAM DURING THE INITIAL TWO YEARS

Communication is Key

During Year One, the committee worked to identify three major institutional barriers and develop an action plan to help reduce the effects of these barriers. While all of the key upper level deans and administrators had been notified of our efforts, all did not fully realize the scope of our efforts. Even with upper administrative representation, a concrete understanding of our goals and activities was not fully conveyed to all key upper level administrative players. It was at this time, that we realized how important it is to speak directly with anyone who could be even remotely affected by our activities. Thus, during Year Two, the Key Team devoted a large amount of time in efforts to promote activities with the college administration. We met individually with key upper level administrative players, sharing our plans and soliciting feedback. We requested an invitation to speak to Dean's Council and the Executive Forum to further share our plan. By being inclusive and always keeping the administration posted, we were able to gain their support and approval. A person touch allowed for paid dividends.

Publicity Helps!

Even with upper administration and various faculty and staff serving on the representative team, the goals of Institutional Equity need to be publicized college-wide on a regular basis. We have utilized both formal and informal channels to publicize. Whether it be through the college publication, or a poster, it takes a little time for faculty and staff to digest new information and even longer for them to think of the committee when something related should come up.

Once the Word Is Out, It Snowballs!

Once enough faculty, staff, and students were aware of the efforts of the Institutional Equity Team, they sought us out. When various faculty became interested in an area conference on integrating diversity into the curriculum, they requested financial assistance from Gender Equity funds. A number of equity-related articles were sent to key team members from various faculty and staff.

United We Stand: Other Campus Committees Provide Additional Support

It didn't take long for us to become aware that many other campus committees and organizations are struggling for the same publicity, approval, attendance and support that we are. Collaboration with these groups proved to be nothing but successful. The Disabled Students Association requested that we work together to sponsor a media event depicting disabled women during our Equity Awareness Week. Additionally, Student Activities and the Library supported and assisted in the execution of Equity Awareness Week. The Black and Latino Alliance (a club sanctioned by the Student Government Association) has already approached us to work with them in developing next year's theme - "The Year of Diversity." College grant initiatives have begun to build in a component associated with equity issues, whether it be nontraditional career exploration, or simply an overall sensitivity to issues faced by women and girls today.

Institutional Equity Team Meetings: Pep Rally's for Faculty

We have had very little trouble getting representative team members to attend team meetings. This is in part because we come to these meetings very prepared to share and receive feedback. We always have an agenda, handouts, and even co-coordinator scripts! While the content of the meetings if formal, the presentation is not. We encourage honest feedback and dialogue. One faculty member commented after our last meeting (which occurred during the middle of final exam week), "the thing I like most about your meetings is, they begin and end of time, and what happens in between never is a waste!!" The level of enthusiasm that is generated at these meetings is particularly interesting. Members are more than willing to offer suggestions and both surprised and tickled when they find that we listen and respond based on their input. The Key Team and Co-coordinators work to follow through on the suggestions of the representative team. The result is that no one feels apathetic or even discouraged because we don't meet to "just talk." On more than one occasion, members have asked the co-coordinators, "when are we going to meet again?" We also had a request from one faculty members to join the committee!

Community Linkages are as Important as Internal Support

There are numerous opportunities for the institution to play a leading role in community efforts to increase equity awareness. The Institutional Equity Team has realized this through the opportunity to work with a secondary project entitled "Women Helping Girls Make Choices." Three other examples include: the College is working with a local junior high school to provide nontraditional career exploration keyed to Proctor's Theatre. The College is collaborating with an after-school program in a middle school that has received grant funds to provide science and mathematics support to at-risk students. A new project has been proposed to work with Hispanic Outreach and other agencies in support of training and educational programming for Latino women in the region. Collaboration benefits everyone!

Courtesy of Schenectady County Community College

F. SELECTED FACTS ABOUT GENDER PAY EQUITY

1. In recent years women's earnings have been increasing and men's earnings dropping which contributes to the narrowing of the wage gap.

2. Overall women recently earned about 75% of men's earnings, minority women about 88%.

3. During the 60-year period of 1920-80, women's wages grew 20% faster than men's wages.

4. The earnings gap is smaller for weekly wages than for annual earnings; in 1991 women's weekly earnings were approximately 75% of men's but annual earnings were about 70%.

5. From 1984-1992 men's median earnings declined in all but managerial/ professional occupations; women's median earnings also declined but at a lesser rate in some occupational groups.

6. More than 60% of occupational groups in which the ratio of women's to men's earnings is 68% or less are in managerial, professional and sales categories; same are as that have shown growth in women's employment.

   While 43% of managers in this country are women, they account for only 3% of top corporate executives.

7. An important change related to technological growth in structure of wages has been the dramatic rise in the price of skill or human capital (i.e., education, work experience) in late 70's - 80's resulted in higher demand/higher wages for skilled workers and less demand/lower wages for relatively unskilled workers.

   In the 80's, the more rapid narrowing of pay differences is hypothesized as due to women becoming more valuable "human capital" (education commitment, experience, etc.)

Excerpted from workshop activity for equity sites.

G. A DEFINITION OF HARASSMENT

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is any unwanted and unwelcome verbal or physical sexual advance or sexual explicit derogatory statements made by someone in the classroom or workplace, which are offensive or cause the recipient discomfort or humiliation, or interfere with the recipient's education or job performance.

THREE CATEGORIES OF SEXUAL HARASSMENT;

1. **Quid Pro Quo** - "something for something" - submission to sexual conduct is made a condition of employment or educational benefits.
   * "Quid pro quo" applies when a person in a higher position - a boss, teacher, or supervisor - makes decisions that affect an employee's job based on whether the employee complies with his or her sexual demands.

2. **Sexual Favoritism** - "preferential treatment" - an employee received opportunities or benefits (e.g., better work assignments) as a result of submission to the supervisor's sexual advanced.
   * "Sexual favoritism" (as a form of sexual harassment) applies to any employee who is not receiving the same preferential treatment as the employee involved in the relationship with the supervisor.

3. **Hostile Environment** - "conditions of work" - unwelcome and pervasive or continuous harassment which creates an intimidating, hostile, or offensive environment in which one has to work or learn.
   * "Hostile environment" applies when the harassing behavior of anyone in the workplace - not only a boss, supervisor, or teacher - causes the workplace to become hostile, intimidating, or offensive and unreasonably interferes with an employee's work.

Courtesy of SUNY College of Agriculture and Technology, Cobleskill

H. SAMPLE STRATEGY: TEACHING EQUITY IN CONTENT AREAS

A crucial indicator of institutionalized equity is integration of equity concepts into the teaching of content courses. Experiences resulting from such institutional activities provide opportunities for in-depth discussions of society/individuals, knowledge about careers/roles, and awareness of implications to individual students. The following assignment (reaction paper), is an example that illustrates one approach. The assignment was given in Developmental Psychology and focuses on workers in jobs nontraditional to their gender.

Assignment: Interview a person (male or female) who worked in a gender nontraditional occupation. For the purposes of this paper, a nontraditional occupation is one in which persons of the interviewee's sex comprise less than 20% of the total number of persons employed in that field in the USA. The interview should include the following questions:

a. How did the interviewee choose that field?
b. Who tried to discourage the interviewee from entering that field and what arguments did they use?
c. Who encouraged the interviewee to enter that field and what arguments were used?
d. How long has the interviewee worked in that field and does he/she plan to continue in that field?
e. What unusual experiences did the interviewee undergo during formal preparation for the position?
f. What negative and positive experiences has the person undergone while working in the field?
g. Does the interviewee consider the experience to have been worthwhile, and would he/she recommend other persons of their sex enter that field? Why or why not?

Do not identify the interviewee or specific workplace by name. The format of this interview/paper should be organized by specific question. Do not sum the information in a continuing paragraph.

BEST COPY AVAILABLE

The following excerpts are taken from student papers written for this assignment. The excerpts are grouped by interview guide questions; gender and position of interviewee are noted.

a. Reason field chosen

- I always excelled in math and science courses, so I knew I wanted to be involved in some form of engineering. In college, I took a few nuclear-related courses, more out o curiosity than anything else, and decided it was something I was interested in. (Female - nuclear engineering)

- ...at the time when she chose to become a corporate helicopter pilot, she had not realized what a personal impact this choice would make in her home life. Corporate pilots are usually home every day. Commercial airline pilots are away four to seven days at a time when working. She feels that being a corporate pilot was the best choice for her since she can work in the field she enjoys and spend time with her family. (Female - corporate helicopter pilot)

b. Individuals discouraging career choice

- In the beginning when I worked for the construction crew...it was mostly the workers. They would give me all the dirty hard jobs to do. The men would try to gross me out by telling me dirty jokes. They assigned me to the only black carpenter. We became the tokens. He the token black and I the token woman. At first, he resented me but in the end, we became good friends. (Female - furniture/cabinet maker)

- The people who usually made negative comments were strangers; that she would take jobs away from other men in the field. She felt that pilots who made negative comments felt threatened. She has not only been trained to fly different aircraft, but has taught other pilots how to fly them. (Female - helicopter pilot)

- Everybody tried to discourage me! My school counselor (male) told me there were no female Marines. My friends told me I would be labeled a lesbian. My mom worried I wouldn't be able to continue my education. My dad was against it because he felt that the service was not for women. And, of course, there was my brother. He said I was too "wimpy" to be a Marine. (Female - Marine)

- Her sales manager (male) because of being too young. Also, some customers--she is required to travel to different regions and a majority of customers with whom she meets are men, and they expect a male figure, not women as business executives. (Female - account executive/sales representative)

c. Individuals supporting career choice

- My sophomore year college professor has to be my most supportive influence. Not so much in words but, in other ways. She was attractive, intelligent, confident and wealthy. I took such an interest in her because she proved my stereotypical image to be totally false. I used to talk to her after class quite often and she took me under her wing so to speak. She set me up with an interview with one of the "Big Six" accounting firms. She helped me land my first job in my career. (Female - CPA)

- My cousin, an electrician, recommended that I apply for an apprenticeship. He was enthusiastic, and told me that I had a good chance to be accepted. My parents, though not as enthusiastic as my cousin, did give their acceptance. However, most friends and family thought I was crazy for wanting to enter a field that was so physically demanding and dominated almost entirely by men. (Female - electrician)

d. Time in field and future plans

- I have been working for six years now and yes, I definitely plan to continue. (Female - CPA)

- Including my four-year apprenticeship I have been an electrician for 15 years. I would like to continue doing this work for as long as the work is available and I'm physically able. (Female - electrician)

e. Unusual preparatory experiences

- Boot camp!!! Sixty women in one room! Showering, living, eating, and exercising together! Everyone was so different. There didn't seem to be any common ground. In three months we were all best friends. We had to be loyal to each other and work as a team. You know, march, drill as a team, just to pass boot camp. (Female - Marine)

- Probably the most memorable was the beginning when I worked with the men of the construction crew...when I was trying to learn the basics. At first they were distrusting of me, treated me rudely, jokes and also tried to get me to buy tools that I really didn't need. (Female - woodworker)

f. Negative/positive experiences working in field

- The most irritating was that for many years I felt other electricians wanted to protect me from danger. For example, the foreman almost always gave me the easiest and safest job; also, the other workers were quick to intervene and force their help upon me. It was that type of treatment that bothered me the most because in many ways I was as competent as any other worker. (Female - electrician)

- Hostility from the older men who feel it (being a Marine) is a man's job. There aren't enough women to counteract that feeling. The younger men think that it takes away from their masculinity to have a female pass the same training they took. There's no one to talk to and understand. (Female - Marine)

g. Recommendations to others

- It depends on the individual. If it's what they wish to do, then good luck. Society, and individuals, will always try to discourage them. They should focus on those who are supportive of their agendas. Unfortunately, many of them will have to work twice as hard as their male counterparts--and still, many of their mistakes will be attributed to the fact they are women. As difficult as it was, there were many rewards. I learned a lot about human nature. I also had the opportunity to be a mentor, a counselor, a friend--it was not just about being in charge. The greatest reward is the response of other people. I have made a difference in a lot of people's lives--a positive difference. (Female - executive)

- It depends on the person's character. Can they handle the negative approach? You can't be "sensitive." They must have a strong self-esteem. Anyone else will be crushed. (Female - Marine)

- Yes, I do feel that the choice I made was worthwhile for me. It allowed me to do the kind of work that was most satisfying to me. Furthermore, I am proud of the fact that I have overcome the sex barrier facing women in non-conventional professions. This alone has become an incredible motivator not only in the work-place but in other aspects of my life. It is for these reasons that I would recommend this field to other women who would enjoy it and who are strong enough to reason away the prejudice that will accompany a choice of this nature. (Female - electrician)

Shared courtesy of Professor Alex Brooks and students of Development Psychology, 1995, Orange County Community College.

I. ROLE EXPECTATIONS; JOB NETWORKING AND SECURITY

1) **Career Planning**
   - Resource: R. Bolles
   - Know your skills, abilities and interests
   - Prepare!! Research for employment
   - Plan and work through toward career goal

2) **Networking**
   - Internet
   - Equity groups
   - Other professional contacts

3) **Indispensability**
   - Integrate into institution
   - Show value of efforts (enrollments, FTE, etc.)
   - Advertise contributions!!

4) **Knowledge**
   - Learn about college policies, etc.
   - Interconnect to college
   - Do not assume support will continue
   - Broaden your perspective
   - Determine how essential you are

5) **Social/Personal**
   - Public representation of sle and programs to avoid any perception that cause is personal shortcomings rather than policies/practices of college
   - Do not focus on person issues, maintain positive self-image

6) **Creativity**
   - Feeds self-esteem
   - Outreach, be innovative in making others aware of talents, etc.

7) **Flexibility**
   - Be willing to do a number of things and apply skills in a number of ways; approach others to do so
   - Develop better resume

Consider other contributions beyond bottom line of dollars:

- retention of students
- activities/achievements in community/outside college
- resourcefulness and doing more with less!
- improved marketing; consideration of education as a business!

Discussion facilitated by Thomas Nelson, Assistant Academic Dean, Schenectady County Community College, May 1995

J. EQUITY INITIATIVE STATUS PROFILE

DIRECTIONS: ***Indicate the extent to which the following statements accurately describe the status of the equity initiative.***

		Very Accurate		Somewhat Accurate		Not Accurate
1.	Networking is extensive	5	4	3	2	1
2.	Value of equity efforts to college is well-known	5	4	3	2	1
3.	Equity efforts are integrated into college structure	5	4	3	2	1
4.	Individuals (working with equity initiative) maintain positive self-images	5	4	3	2	1
5.	Creative and innovative strategies are used extensively to promote equity	5	4	3	2	1
6.	Individuals (working with equity) initiative willingly apply skills to other efforts	5	4	3	2	1
7.	Awareness exists of achievements that reach beyond college to larger community	5	4	3	2	1
8.	Individuals recognize/use personal strengths and skills	5	4	3	2	1
9.	Ownership of equity initiative is widespread across college	5	4	3	2	1
10.	Collaborative partnerships are used effectively	5	4	3	2	1

Additional comments/clarifications: ____

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K. SAMPLE CLASSROOM STRATEGIES: GENDER-NEUTRAL MATERIALS

The instructional materials used in our classrooms are not yet all gender neutral. The following activities are examples of teaching strategies that can be used in any classroom to address instances of gender-bias appearing in content materials.

Categories of Gender Bias:

Invisibility
Stereotyping
Unreality
Fragmentation/isolation

Directions: ***Read each "case" below and determine what sort of bias is present, if any. Some examples may have more than one. Identify specifically what the values and issues underlie the problems in the texts. Assume the role of author or editor and suggest revisions for the passage so that bias is no longer reflected.***

1. "The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

   Suggested revision:

2. "Soon after John arrived home from school, he received a call from his father who said that he would be leaving the office later than usual. It was up to John to start dinner."

   Suggested revision:

3. "The organized movement to win rights for women arose earlier in the United States than in any other nation, not because American women enjoyed so few privileges, but because they had so many that they demanded more."

   Suggested revision:

4. "Women in our society are demanding new roles. By 2000 they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000 women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2000 the old saying 'A woman's place is in the home' will no longer apply."

   Suggested revision:

5. "The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Suggested revision:

6. "The last chapter of a social studies textbook is devoted to American life during the 1970's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crisis."

Suggested revision:

7. In a math workbook there are 31 word problems showing males and females involved in the following activities:

Male	Female
buying a model car	deciding whether to plant grass around a dog house
painting (x2)	figuring out the living space
walking (x4)	working for her father
making a map	drinking
doing an experiment	working
making a paper chain	making a paper chain
losing weight	gaining weight
riding a bike	growing taller
running a race	missing questions
swimming	driving boys home
using calories (x2)	
driving a delivery truck	
buying land (x2)	

Suggested revision:

8. A recruitment brochure from a secretarial program shows two women sitting in an office at tyewriters and three men standing in the foreground wearing business suits. The caption reads: "Not all who work for the construction industry are found at the project site. Secretaries and receptionists work in office buildings and receive their training outside the industry."

Suggested revision:

Source: Adapted by K. H. Winter from: Kaser, Sadker, Sadker, Guide for Sex Equity Trainers; and Stitt, Building Gender Fairness in Schools.

SEX EQUITY IN INSTRUCTIONAL MATERIALS: SUGGESTIONS FOR CLASS INVOLVEMENT

+ Teach students to evaluate the texts themselves. By comparing the pictures and texts with their own realities, students begin to recognize stereotyping and bias at work. Have them write letters to the publishers explaining the results of their study.

+ Develop a classroom collection of non-biased reading material and encourage or assign students to read from it.

+ Invite students to write essays, reports, journal entries, and stories that directly counteract bias they find in any works they read. Share these with their peers.

+ Include a section on language and linguistic bias in your program. Discuss the diminution of individuals when they are subsumed into another group as women are when it is presumer they are included in the generic "he" and other male terminology. Discuss the diminutive "ette" and "ess," for example: the difference between "major" and majorette," and between "poet" and "poetess." What are the values that underlie the differences in connotation between "wizard" and "witch"?

+ Have students rewrite phrasing that shows bias; for example, ask how might they rephrase" "The pioneer moved west with his family and household possessions loaded on an ox-drawn wagon." Have them send their thoughtful revisions to the publishers.

+ Have class members seek out non-print media that parallel or contradict the images that the text presents. Examine the inter-penetration of scholastic and popular discourses. For example, seeing and discussing the film "Pocahontas" in conjunction with discussing historial captivity narratives produces useful points of comparison, as would reading Harriet Jabobs' Incidents in the Life of a Slave Girl and watching "Gone With the Wind."

+ Write book reviews evaluating the presence or absence of bias and share them with other classes.

+ Recast a chuck of a text using only "she" and "her." Ask students to read it aloud and respond to it.

+ Set up "watchdog panels" in each class to be on the alert for different kinds of bias in instructional materials.

+ Require students to keep a log of instances where they encounter/recognize bias and have a weekly "worst ten" list.

Source: Adapted and expanded from Anne O'Brien Carelli's Sex Equity in Education by Kate H. Winter.

A Suggested Beginning Bibliography:

Carelli, Anne O'Brien, ed. **Sex Equity in Education: Readings and Strategies.** Springfield, IL: Charles C. Thomas, 1998.

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School of Education, The University at Albany. **A Report of the Select Seminar on Excellence in Education: Gender Equity.** Albany, NY: SUNY, Feb. 1995.

Stretimatter, Janice. **Toward Gender Equity in the Classroom.** Albany, NY: SUNY Press, 1994.

Courtesy of Dr. Kate H. Winter, Equity in Classroom Workshop Presentation to SUNY Mid-Hudson Consortial Colleges, September 1995.